DOCUMENT RESUME

ED 357 601 FL 020 810

AUTHOR	Rosenbusch, Marcia, Ed.; Kremer, Douglas, Ed.
TITLE	Colloquium on Foreign Languages in the Elementary School Curriculum. Proceedings (New York, New York, September 1991).
INSTITUTION	American Association of Teachers of German.; Goethe Inst., Munich (Germany).
REPORT NO	ISBN-0-942017-10-2
PUB DATE	92
NOTE	157p.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Curriculum Development; Elementary Education; *FLES; Foreign Countries; *Immersion Programs; Second Language Learning; *Second Language Programs; Teaching Methods

ABSTRACT

A colloquium convened at the Deutsches Haus in New York is summarized that brought together experts to discuss (1) the significance foreign languages have for other elementary school subjects, and (2) what function the other subjects serve for early foreign language learning. The following six topics, guided by session leaders, provided the structure of the colloquium: aims and objectives of elementary school education in the United States (Constance Gonser); the role of foreign language learning in the elementary school curriculum (Myriam Met and Nancy Rhodes); the role of German in the elementary school curriculum; how content, culture, and skill building can be combined in foreign language learning (Carol Ann Pesola); how the needs of elementary school children can be met (Marcia Rosenbusch); and the appropriate teaching methods for the elementary school foreign language program (Helena Curtain). Works cited and discussion questions accompany some sections. Appended materials include: a learning and teaching model; curriculum goals for reading/ literature, science, and math; the National Education Goals; total and partial immersion programs in U.S. elementary schools in 1991; several ERIC Digests; a framework for curriculum development for foreign language in the elementary school (FLES) programs; and a description of "Curriculum Development Framework for FLES Programs," by Carol Ann Pesola. (LB)

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COLLOQUIUM ON FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL CURRICULUM

PROCEEDINGS

SEPTEMBER 1991

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and edited by Marcia Rosenbusch with Douglas Kremer

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Printed in the United States of America

ISBN 0-942017-10-2

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FOREWORD

Learning a foreign language at an early age is becoming increasingly important. The United States is making a meaningful contribution to early language study--surprising for a country that is generally unaware of the role of foreign languages. Substantial empirical research in the United States on early foreign language acquisition is contributing much to the laying of a theoretical foundation, but at the same time ongoing FLEX, FLES, and immersion programs provide impetus worldwide for putting theory into practice in the elementary school classroom.

It was, therefore, an opportune time to bring together this country's experts in the field to consider the role of foreign languages in the elementary school curriculum. A colloquium for this purpose was held in mid-September 1991 at the Deutsches Haus in New York. The discussion was twofold: on the one hand, it involved the significance foreign languages have for the other elementary school subjects, and on the other hand, what function the other subjects serve for early foreign language learning. The colloquium was intended to be an attempt to more securely anchor foreign languages in the elementary school curriculum.

The topics that required discussion were clear: the components of the elementary-school curriculum and the role of foreign languages in this curriculum; the goals of the foreign language curriculum and the roles that teachers and students play in it. It was necessary to consider how to achieve all of this--including the methodological choices that would lead to the defined goals.

Elementary school education is characterized by the attempt to integrate all subjects into one curriculum. For foreign languages this includes integration of the traditional four language skills--reading, writing, speaking, and listening--but also the selection of themes that tie closely together the topics of school, world, and the interests of the students. A sense of integration and wholeness will result if the foreign language is used to teach content, or, in other words, if content becomes the means through which students learn a foreign language. Combined in this fashion, however, thematic and linguistic goals may come to compete against one another. This competition may intensify when one considers that language is also an introduction to the culture of the country where the language is spoken, to its customs, products, and its symbolism. It is a great challenge to achieve balance in this area.

Integration clarifies the path early language learning should follow, and first language acquisition provides the model for language learning. As with the first language, the child's curiosity should become the motivator for learning a foreign language. This curiosity should be accompanied by activity--by a concrete experiencing of the subject matter and the language connected with it. Group and partner activities are the forms of educational social process in which active learning takes place. Language is produced and used in authentic communicative situations. The language becomes interactive, and in acquiring it, the student turns away from a mere rote learning of rules and from mere memorization. In the course of discussing the epistemological structure, many new struts and braces were introduced and many secure foundations were critically questioned.

This publication will furnish information on these issues, but it will also document the character of the colloquium, which was the structure within which this discussion took place. Each chapter, therefore, reiterates its respective theme. Each theme triggered extensive discussion that includes both conclusions and the questions that remained open.

This publication records a discussion to make sure that it will continue.

With thanks to all those who made that possible.

--Dieter Kirsch

Translated by Dr. Edna McCown

INTRODUCTION

The goal of this colloquium was to develop a philosophy of how foreign languages (and specifically German) fit into the elementary school curriculum and to recommend strategies for teaching today's young learners. The invited presentations were selected by representatives of the Goethe-Institut and the American Association of Teachers of German *Kinder Lernen Deutsch* Steering Committee with this goal in mind. The format of the colloquium was modeled after that developed by The Elementary School Consortium of which Constance Gonser is Coordinator. Short presentations of 15 minutes were followed by questions and discussion--either in plenary or in small groups, with response in plenary. This format proved to be a valuable way for colloquium participants to intensely explore the topics under consideration.

Through the foresight of the Goethe-Institut, the entire colloquium was audiotaped. The text that is published here is, therefore, a transcription of the presentations, questions, and discussion. This text is the first publication of a colloquium in the field of elementary school foreign languages and as such, offers an important insight into the perceptions of leaders in this field.

One of the outcomes of the colloquium has been the publication of a short article about the colloquium in the newsletter of the National Network for Early Language Learning, FLES NEWS 5 (3), Spring 1992. This article contained a definition of FLES, which was polished by the members of the colloquium after reviewing the transcription of the proceedings, and a proposal for an information bank, an idea that was developed in the colloquium. The following is excerpted from that article:

> One of the goals of the colloquium was to draft a definition of the term *FLES* to be circulated for reaction within the profession. Since there is a wide range of programs that are labeled FLES, there has been confusion as to what characterisitics distinguish FLES from other program models. The following definition was drafted:
>
> **What is a FLES program?**
>
> - A FLES program is a presecondary program that is articulated vertically throughout the entire program sequence.
> - In a FLES program, a student studies a single language throughout the program sequence. (This does not imply that only one language is offered throughout the school district.)
> - Classes in a FLES program meet a minimum of every other day, for a minimum average of 75 minutes per week. Classes meet within the school day, throughout the entire school year.
> - A FLES program results in language proficiency outcomes that involve the production and comprehension of meaningful messages in a communicative setting.
> - Teachers in a FLES program have both language proficiency and the professional knowledge and skills necessary for effective foreign language instruction at the elementary school level.
>
> Participants in the colloquium also proposed an information bank to include:
>
> 1. An inclusive listing of German FLES programs in this country.
> 2. A collection of videotapes and sample lesson plans from a variety of programs.
> 3. Language proficiency outcomes for FLES programs so that outcomes of various models can be compared and contrasted.

-- Marcia Rosenbusch

COLLOQUIUM PARTICIPANTS

Walter Bartz is a Consultant in Foreign Language Education in the Indiana Department of Education. Dr. Bartz has long been an advocate for early language learning. In 1979 he received a grant from the National Endowment of the Humanities to develop materials in French, German, and Spanish for the K through 3 classroom teacher. The materials were designed to integrate foreign language and culture into the curriculum. These materials continue to be popular not only in Indiana, but throughout the country.

Horst Bussiek is a Foreign Language Consultant for the German language with the Georgia Department of Education and is a member of the *Kinder Lernen Deutsch* Steering Committee. Mr. Bussiek has taught foreign languages from grade 5 through 12 for many years. In Georgia he has worked to connect the interest in FLES at the state level with developments at the national level through the American Association of Teachers of German (AATG) and with German organizations through the Goethe-Institut and the *Zentralstelle für das Auslandsschulwesen* in Köln.

Thomas Cooper is Associate Professor in the Department of Language Education at the University of Georgia where he has taught undergraduate and graduate FLES methods courses. Dr. Cooper was co-director of a federally funded institute designed to prepare foreign language teachers to teach in elementary school foreign language programs in Georgia. He is co-author of Ready, Set, Go! a book of lesson plans in French, German, and Spanish for use in elementary and middle schools.

Helena Curtain is the Foreign Language Curriculum Specialist for the Milwaukee, Wisconsin Public Schools. Ms. Curtain supervises immersion, partial immersion, and FLES programs, as well as middle school and high school foreign language programs. She is a member of the AATG *Kinder Lernen Deutsch* Steering Committee and is co-author of Languages and Children, Making the Match. Ms. Curtain is a frequent presenter of workshops on elementary school foreign languages and has served as consultant to many school districts that are initiating elementary school foreign language programs.

Constance Gonser is Supervisor of Curriculum for the School District of the City of Royal Oak, Michigan. Ms. Gonser helps in the establishment of curriculum and instructional goals for the district and initiates, designs, and implements K through 12 curriculum and instructional programs. Ms. Gonser is Coordinator of The Elementary School Consortium, a national network of 30 elementary schools. She is a consultant to the Association for Supervision and Curriculum Development on the topic of integrating the elementary school curriculum. She has been both a classroom teacher and an elementary school principal.

Claudia Hahn-Raabe is Director of the Language Department at Goethe House New York. Before working in teacher training at the head office of the Goethe-Institut in Munich, she coordinated cultural programming and worked in the language division of the Brussels institute. In addition to studying in Berlin and Paris, she considers the four corners of the earth her classroom. In Fall 1992, she will offer a course at New York University on the methods of teaching German as a foreign language.

Brigitte Jonen-Dittmar is an Educational Consultant for the German language at the elementary school level in Pennsylvania and New Jersey. During the previous two years, she worked in Budapest, Hungary, on a pilot project sponsored by the Goethe-Institut that developed video and audio materials for teaching German in the elementary school. A book she has edited containing 99 German poems for children will soon be published.

Dieter Kirsch not only has years of experience as an elementary-school teacher, he also worked for a number of years in Holland in teacher training before joining the Goethe-Institut's head office in Munich. For the past four years, he has developed materials for the elementary-school classroom in the field of German as a foreign language, and is currently working with a team on a video series to be released in 1992.

Myriam (Mimi) Met is Coordinator of Foreign Languages for Montgomery County Public Schools (MCPS), Maryland. The county's foreign language K through 12 program includes total and partial immersion programs in French and Spanish and content-based FLES programs in Spanish, Chinese, and Japanese. Prior to joining MCPS, Dr. Met was with Cincinnati Public Schools for 10 years, where she was involved with initiating and developing the elementary school foreign language program.

Carol Ann Pesola is Associate Professor of Education at Concordia College, Moorhead, Minnesota. Ms. Pesola is the current President of the National Network for Early Language Learning. She is the Director of the Concordia Summer Language Program, which is an elementary school foreign language teacher preparation program. Ms. Pesola is co-author of Languages and Children, Making the Match. She has served as consultant and program evaluator to the numerous school districts and has presented many workshops. She is a member of the *Kinder Lernen Deutsch* Steering Committee.

Pat Pillot has been teaching German in first through sixth grades for 7 years in Ferndale, Michigan. Ms. Pillot serves as editor of Loseblattsammlung, a resource notebook for teachers that is supported by the AATG. She is also a contributing editor for FLES NEWS for which she reviews German teaching materials. Ms. Pillot has presented workshops on methodology at conferences, for teacher training programs, and for the Goethe-Institut. She was named one of AATG's teachers of the year for 1991-92. Ms. Pillot is a member of the *Kinder Lernen Deutsch* Steering Committee.

Nancy Rhodes is Associate Director of Multicultural Education at the Center for Applied Linguistics, Washington, DC. Ms. Rhodes has been involved in elementary school foreign language education for the past 12 years. She has taught Spanish, researched differences in elementary school program models, conducted a national survey of elementary school programs, developed assessment instruments, and directed a teacher training project. Ms. Rhodes helped to found the National Network for Early Language Learning, of which she is currently the executive director.

Marcia Rosenbusch is an Adjunct Instructor of Spanish at Iowa State University (ISU) Ames, Iowa. Dr. Rosenbusch is founder and editor of the Iowa FLES Newsletter and editor of FLES NEWS, the newsletter of the National Network for Early Language Learning. She is responsible for the elementary school foreign language teacher preparation program at ISU. She has taught Spanish FLES classes for the past 13 years and has designed global education curricula for elementary school foreign language classes.

Helene Zimmer-Loew is Executive Director of the American Association of Teachers of German (AATG). Dr. Zimmer-Loew has been an observer and support of FLES since the 1960s. In her role as Executive Director of the AATG, she has involved the association in the area of early language learning. The strong financial support of the Federal Republic of Germany and the participation of several of the top experts in the field on the *Kinder Lernen Deutsch* Committee have allowed significant work to be accomplished.

1. WHAT ARE THE AIMS AND OBJECTIVES OF ELEMENTARY SCHOOL EDUCATION IN THE UNITED STATES?

OVERVIEW OF AGENDA AND INTRODUCTION

Helena Curtain: Interesting conversations always come up at our regular *Kinder Lernen Deutsch* (Children Learning German) steering committee meetings. What usually happens is that between the agenda items we digress to other topics such as:

- How do content-related instruction and the issues we are facing in elementary school foreign language instruction fit with everything we know about communicative language teaching?
- How do we mesh these two?

When we begin such a discussion, we usually have to stop it because we need to return to the agenda and the business items at hand. We discussed the idea of having a forum where such a discussion could be the agenda, so that a group of professionals could sit down together and try to find answers for the following question:

- What is the role of elementary school foreign languages in the United States
  - within the elementary school?
  - in relation to the curriculum of the elementary school?

We proposed the idea of a forum to Claudia Hahn-Raabe of the Goethe House New York. As we talked it through, we felt that it would be very important for the AATG (American Association of Teachers of German) and the Goethe-Institut to make a contribution to the entire foreign language profession. The American Association of Teachers of Spanish and the American Association of Teachers of French have both developed projects for foreign languages in elementary schools (FLES), and we thought that the proposed forum could make a contribution to the profession at large through a discussion about the role of elementary school foreign languages.

While putting the forum in the context of the profession at large, we still were eager to look at the place of German in the elementary school foreign language movement. We discussed our beliefs that a variety of languages should be available in the elementary schools and that we would like to promote a plurality of languages. As we planned this meeting, we realized that the topics needing discussion were too numerous for one meeting, and thus we decided to devote the first meeting to the role of foreign languages in the elementary school curriculum. There is a possibility that there will be two other meetings--one devoted to teacher training and the other to articulation. These are serious and important issues for all of us, and this forum gives us a chance to talk intensively and extensively about them. Our goal for the meeting is to arrive at a philosophy statement.

Zimmer-Loew: We felt that a very important component of the meeting was the perspective of the elementary school itself. We wanted to bring in an expert from the elementary schools. I know Gordon Cawelti at the Association for Supervision and Curriculum Development, so I gave him a call and asked him to recommend the best person in this field. The first person he mentioned was Connie Gonser. We are very pleased she can be with us. Pat Pillot has had an opportunity to meet with Connie, so Pat will tell us a little bit more about her.

Pillot: Right after we had that conversation in the *Kinder Lernen Deutsch* committee meeting, I gave Connie an overview of what we hoped to accomplish. I was very excited to discover that she has a very good understanding of what is happening in the elementary school curriculum. There is a great deal of change going on in every subject content area. Connie understands what is behind the changes and she understands the theories that are being put into action. In workshops she has given, she has been talking not only about the content of what is going on in the elementary curriculum, but also about how to help people implement change. We are delighted that Connie can be with us.

COMPONENTS OF THE ELEMENTARY SCHOOL CURRICULUM

Constance Gonser

Elementary school is something we all have in common. Would you all please write down the name of your elementary school and your favorite subject, and tell why it was your favorite subject.

I will begin. I went to Jefferson Elementary in Plainfield, New Jersey. My favorite subject was reading, and I took pride that I had the most library cards in the school. The librarian stamped my card for each book I read, and I received a new card when one was filled. I had a wonderful relationship with the librarian and all the teachers. *The participants describe their similar experiences and provide relevant details.*

Thank you for sharing. Isn't it fascinating, the common bonds in humanity that we have? Some of us have mutual friends. Marcia and I know someone well, Pat lives right near me, and so on. Elementary school conjures up many memories in our bank of experience. One of the nice things about elementary school, I think, is that most of us have had pleasant experiences. In light of these memories and our topic, I ask you to consider the following questions:

- Have elementary schools really changed?
- Are they changing?
- What things are different today from when we went to elementary school?
- Are we looking at things that are very different from our past, or are there some things from the past that we can say have not really changed, and are now resurfacing?

I hope our discussion will give some answers to these questions and move you into a realm that will help you in your total objective of looking at where foreign language stands. I suggest to you that there are three descriptors for what I believe are the components of the elementary school curriculum. Those three descriptors are what I call the three I's. The elementary curriculum is

- *integrated*
- *interactive*
- *innovative*

It is through these three descriptors that I would like to address the components that I believe best describe the elementary curriculum. Whether they are "new" is relative to your personal situations--not only what you have experienced as an individual attending an elementary school, but what you have experienced in your careers in elementary education.

I want to first deal with the descriptor *integrated* and explain what I mean by that. An elementary principal and I present workshops for elementary teachers called "Integrating the Elementary Curriculum."

Integration of the Elementary Curriculum

We ask teachers across the country what their number one problem is; they respond, Time. They do not have enough time. The reason that time comes to the forefront is that the walls of the elementary school are bulging. Everyone wants a part of that time.

I think that is a tribute to elementary schoolteachers, because people believe that things happen in elementary schools. They believe that this is a formative time to get students involved in learning and to set patterns for life. So of course, why not make sure that we start working with schoolchildren at that level? Instead of just the three R's, we now have all kinds of demands that go from drug education to AIDS to environmental and multicultural education. No one can say these subjects are not worthwhile, but the elementary schoolteacher asks, Where can I put it? No one is teaching me how to take something out. We keep adding and adding and adding.

So elementary schoolteachers across the country are looking for ways that they can integrate--that is, ways that they can connect. We see workshops and elementary-school journals filled with ways to bring the walls of the schoolhouse close together. How can we connect curriculum? How can we integrate so that it is all in one place and makes sense to both teachers and students?

The key component of integrating a curriculum is making connections. Teachers must learn how things connect. What I find is that teachers have not been taught how to do this. Our backgrounds--unless we had teachers who taught us by integrating the curricula--were comprised mainly of a separate teaching methods course for each subject. No one said, Here is how you connect it, or, Here is how you make meaning for students.

What is connected to the integrated curriculum and is sweeping the country is the Whole Language movement headed by Kenneth and Yetta Goodman at the University of Arizona and by Frank Smith in Canada. The Goodmans have edited a Whole Language Catalog. Akin to the Whole Earth Catalog, this catalog is a huge collection of contributions on Whole Language from teachers all over the country.

What Is Whole Language?

As language teachers, you are familiar with the term. *Whole Language* is hard to define, but it means that teachers now know it is best to connect the reading and the writing and the speaking and the listening. Instead of using basal readers to teach isolated skills and then using another textbook or resource to have children write, the idea is to make language meaningful to students, to get them involved in reading and writing entire stories before we teach them the separate parts of our language. The entire August 1991 issue of Teacher magazine is devoted to Whole Language ("Special Report, Whole Language"). Some teachers love it; others hate it. Many do not know what it is. But it is changing America's schools. In effect, it is just good instruction.

I daresay many of you went to elementary schools where teachers connected instruction, where you did reading and writing and listening and speaking as a holistic activity. Teachers did not separate those subjects. Yes, Whole Language is sweeping the country, and elementary teachers are going to many conferences on how to implement Whole Language in their classrooms.

Thematic Instruction

Teachers are also doing a great deal of work with thematic instruction. I have listed it here as Integrated Instruction. My colleague Helen Burz and I try to help teachers see how thematic instruction makes connections in the workshops we conduct. We build a premise that integrated instruction is

- most natural
- most effective
- most efficient

to the learning process, because it builds on and extends the curiosities of children. It is a natural way for children to learn; it is most effective to the learning process, because it avoids fragmentation of the curriculum; and it is most efficient. Children do not remember discrete facts, nor do we. The way to bring those walls of the classroom together is to break down the subject barriers and to teach subjects in the context of a theme. Elementary teachers are using broad themes: themes that deal with topics that focus on critical issues such as patriotism, acid rain, or equal rights.

The two areas that are most conducive to building thematic instruction are social studies and Science. If we ask elementary teachers where their weakest areas are, they most frequently respond, Science. When we start moving into the content areas, if we do a time study, we will see that most elementary teachers spend the least amount of time on teaching science; social studies will be a little more; then math; the language arts will be the most, because teachers have received the greatest training in that area.

What we propose in our workshops is that teachers draw from the areas of science and social studies when they select a topic for their thematic units, because these areas are so rich in content and provide the broadest areas for organizing skills and experiences. A piece of moss, interesting rocks, unusual and faraway places to go--these are the things that interest students in learning. Yet the downside that makes teachers feel uncomfortable about doing this type of teaching is that nationally, as well as locally, teachers have mandates that require their students to do well on specific tests. Thus, their concern is, If I do not cover the textbook or some specific facts, how will my students do on state and national tests? Even though a teacher may feel strongly that students learn in an integrated fashion, the national, state, and local mandates cause teachers to waver as to whether they can teach using thematic instruction and still accomplish the kinds of skills and outcomes that are mandated.

One of the things that Helen Burz and I do is ask teachers to conceive of giving their students a tool kit for the future. We ask, "If you could have such a tool kit, what would you want it to contain?" This is a wonderful exercise to do with teachers of every grade level because the outcomes we get do not really depend on grade level; elementary, junior, and senior high schoolteachers have similar outcomes for their students for the future. *The participants offer the following suggestions for a tool kit for the future:*

- writing skills
- communication
- math
- reasoning
- critical thinking
- technological skills

Gonser shows a transparency with suggestions from a recent workshop with middle-schoolteachers as to what skills they want their students to have:

- ability to get along with others
- self-confidence
- interpersonal skills
- higher-level thinking skills
- problem-solving skills
- capacity for critical thinking
- ability to take risks
- physical fitness
- societal responsibility
- technological skills
- hope

As we look at this tool kit, it always shapes up in this fashion: Where is the specific subject matter? It is not there. We help teachers see that these are the skills we indeed want students to have now and for their future. Whatever we teach, we can choose the materials that are the most exciting, enjoyable, and meaningful to help students achieve these desired outcomes.

To further reassure teachers about what other people--particularly those in the business field--are recommending as exit outcomes for our students, we share recommendations such as Workplace Basics.

Workplace Basics offers a list of skills recommended for all students, with the skill, learning to learn, at the top. What is meant by *learning to learn*? When we try to think back to specific things we have learned as students, we really have to jog our memory. What we really try to strive for is learning to learn--learning how to access information. That is key in helping our young students know that there is so much out there to learn and that school is not the only place for learning.

Among the skills listed in Workplace Basics are communication skills; creative thinking and problem-solving skills; self-esteem, goal setting, and motivation; organizational effectiveness, leadership, and teamwork. All of the Workplace Basics skills are very important to working cooperatively, an ability which is considered to be very important for the future. A great deal of research has been done by the Johnson brothers on how to teach teachers to work with students in cooperative groups.

These are the skills businesses would like schools to equip students with for entry into the workplace. We can reassure teachers that when they integrate the curriculum, students can achieve these outcomes. Teachers do not need to feel insecure or feel that they are not covering specific content. What this causes teachers in elementary schools to do is to be involved in higher-level thinking processes themselves. They have to prioritize; they have to think in terms of connections; they have to be knowledgeable about their environment and about where their children are in the learning process and about what is meaningful, rather than simply following a teacher's guide from a textbook. We can learn from what is happening right around us. Teachers need to have the confidence to integrate.

The first descriptor for the elementary curriculum is that it must be integrated. Some years ago, I taught in South Carolina with a wonderful teacher who would have her students solve a problem. They would do research, investigate, and report--so this kind of teaching and learning is not new. For those of you who were trained in elementary school education like myself, we learned how to do unit teaching. Thematic instruction and integrated instruction are coming to the forefront again, but with more of a fervor and understanding of how children learn and how instruction is best organized. Integrated instruction is a description not only of elementary curriculum from the past; it is currently--and will continue to be--where we want elementary curriculum to go in the future.

The Interactive Curriculum

This leads us to the second descriptor, *interactive*. I would describe the elementary curriculum as being interactive because the focus is on the student, as opposed to the teacher, being the worker. This is not to say that the teacher does not work, but that the student is the one who must do the work of learning how to learn and who must assume more responsibility for his or her learning. The major focus of our instruction at the elementary level is giving ownership for learning to the student so that the student can take control of that learning. That is, There is too much to learn. As teacher, I cannot teach you everything, but I can guide you, and I can help you understand, and I can open up vistas for you. Teachers, again, need great expertise and confidence in performing that role.

To best describe this model of teaching and learning, I brought you a copy of the elementary curriculum from the School District of the City of Royal Oak. I did not bring this to brag about our district but to give you an idea of a model that I think is exemplary of where elementary curriculum is going. This particular curriculum was devised by a group of teachers representing all grade levels from the 13 elementary schools in our district. I would like you to turn to the page called the *Learning and Teaching Model* (Appendix A).

We are going to build a model to help us understand how we develop the concept of the student as both teacher and learner. That is the reason we have the title the *Learning and Teaching Model* at the top of the page. First, I will give you two components to your model, which we call *The Wheel*. At the center, the student is the teacher as well as the learner, and the teacher is the learner as well as the teacher; we share these responsibilities. Both of us, teacher and student, have to be in a climate that allows us to take risks, that nourishes us and makes us feel good; that is essential to any learning situation.

Take a look at the wheel that says *Content, Data, and Information*. It is accurate to say that factual content, or knowledge, is rapidly expanding. This yellow area is the area we usually think of as our content or subject matter; it refers to what we want children to learn and what we are primarily teaching.

- How do we get the teacher as well as the student closer to that wheel?
- What could we add between this wheel and the students to connect the subject matter to them?

I add the wheel that represents communication skills. At the heart of our curriculum are our communication skills. We cannot teach math without reading, writing, speaking, and listening. We cannot teach any other subjects or content areas without these skills. Notice as well that we intersperse *Thinking* between the communication skills, because we know from research that language and thinking are interconnected. We want to graduate students who have a facility with language that will encourage their thinking. Communication skills are connectors. The stronger teachers are in the teaching of language, the more they will be able to teach all the subjects that are on the *Content, Data, and Information* wheel. A teacher does better at teaching students math when that teacher knows how to encourage students to use reading and writing and speaking and listening effectively as tools for learning math.

But we still have a dilemma. The outer side of the *Content, Data, and Information* wheel is still expanding. Knowledge is exploding. Is there some way to help teachers and students see that all that content, data, and information can be contained? I suggest there is a way. The *Concepts and Principles* wheel is the safety valve. Can we find in those content, data, and information areas some common principles and concepts around which teachers can develop their themes and units and that are large enough to cross some of those content areas? Can we find abstract concepts they can use to orchestrate teaching and learning? Also, can these concepts be understood and developed over a series of years? When I show you our curriculum guide, you will see how we have worked with teachers to find those concepts. I am talking about abstract concepts like change, organization, systems, cooperation--those kinds of broad concepts that enable teachers and students to organize and remember content, data, and information across disciplines.

Now we are ready to put our model into the outer circle. As you place the model into this circle, you will see it represents questioning, hypothesizing, observing, and generalizing. What I really want to be able to see in classrooms are good questions. Grant Wiggins from Connecticut, who does work on assessment, says that the test of a model curriculum is whether it enables students to see how knowledge grows out of, resolves, and produces questions.

Our nurturing and our teaching of students--aside from the communication and thinking skills--are focused on preparing the students in our classrooms to realize that there are more questions than answers. The more investigative we can get our students to be, the more we have students learning in meaningful, exciting, and involving situations.

This model demonstrates an interactive model of learning. We are not talking about what the teacher is covering but what the student is learning. In the interactive phase of our descriptors, the most important thing that we are saying about curriculum is that we write curriculum in the form of student outcomes. Educators present workshops across the nation on outcome-based instruction. If we look at old curriculum guides, we can find out what the teacher was going to cover and what the course was going to be; we call that the input model. Our curriculum now is written as an output model with a focus on what students will be able to do at various levels.

I would like to demonstrate what all of this means. I want you to look briefly at our model to see how we have identified and written our curriculum in student-outcome form (Appendix B). This section of the curriculum guide focuses on communication skills and represents the *Communications Skills* wheel. You will notice that the outcomes are written with *student* as the subject of each sentence. For example, "The student uses prior knowledge, monitors understanding, and uses appropriate strategies to make sense of what is read." This is an example of student outcomes for reading. The group of teachers who wrote this particular curriculum researched the interactive nature of reading, using a new definition of reading prepared by the Michigan Reading Association:

> Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation(1).

With that understanding as a focus, the teachers defined what they expect a student to be able to do.

You will notice that you do not see a grade level listed. Anyone who has been in a classroom knows that you may have a sixth grader who may be at an emerging reading state. You would hope that all your sixth graders would be fluent readers by the time they leave your classroom, but unfortunately we know that does not always happen.

The science area is covered next (Appendix C). Down the left-hand side are listed the student outcomes, which are the concepts and skills. The outcomes, in large print, are organization, cause-and-effect, systems, scale, models, change, structure and function, variation, and diversity. The skills arranged under the outcomes define what we want students to be able to know and do. It does no good to teach about magnets in a void, just to "go through" magnets. Why magnets? What are the reasons for teaching about them? Students may know the discrete parts of a magnet and that the poles attract and repel, but that is insignificant in terms of how or why magnets change or what the organization of magnets is. We are teaching teachers to reorganize information under a conceptual format. Our outcomes for students are based on what we want students to know, to be able to do, and to experience in elementary education.

No longer do we write curriculum by saying, This is what the teacher does. Royal Oak's curriculum model does not tell you what the teacher should do; rather, it is what the students should know. The focus is on the student. Our job as staff is to connect what we know and to provide an environment that enables students to achieve these outcomes. The teaching process will surely vary from A to Z, from teacher to teacher, which is why we do not dictate what it is teachers have to do. If you teach a different way than I do, then that is fine. Our goal is to graduate students who can demonstrate these outcomes.

I also want you to see the math section (Appendix D). We are still talking about the interactive nature of an elementary curriculum. You see that the focus of math instruction is based on math as a problem-solving process. We know that textbooks have driven the curriculum for years and even now continue to do so. I am pleased to say that I see this changing as I travel around the country. The textbook is a wonderful tool, especially for its compilation of drill and practice materials. But the problem that has resulted is that teachers feel they have to cover all of the information in the book. Covering the information is not teaching it or learning it.

What teachers must do is select and prioritize what they teach. The Royal Oak math curriculum was based on the new standards developed by the National Council of Teachers of Mathematics (NCTM). The NCTM noted that most of us as adults use estimation and problem solving in our lives, but most math in elementary school is computation. We need to turn that around. We must have students doing real-life math. Math manipulatives are a "biggie" in the elementary curriculum. Visit our classes and watch our students conceptualizing math with all kinds of tools that help them understand carrying, regrouping, and other math concepts and skills. Calculators are a tool you will find in all of our classrooms. Today almost everyone uses a calculator. No more do we have students doing pages and pages of three-place division. When did you last divide a three-place divisor without a calculator? We must have children problem solving, estimating, and using probability and statistics even in kindergarten. First graders are learning how to make graphs and to test hypotheses. The math class is much more interactive through the use of manipulatives and real-life problem solving.

I cannot leave the descriptor *interactive* without noting the technology that is sweeping the country. Not only the computer, which involves students in learning a variety of subjects and provides a wonderful array of simulation programs, but also the laser videodisk. The laser videodisk, which looks like a regular 33 1/3 RPM record, enables students to control what they are learning. They do not need to watch it from A to Z; students select what they will view. A modem and a phone line in our media centers connect students with schools all over the country and to other nations. We use both the Knowledge Navigator and National Geographic Kids' Network.

I alluded to the fact that textbooks no longer control the content of the elementary curriculum. What we are encouraging teachers to use are newspapers and a variety of other resource materials. We encourage a multimedia approach. Newspapers contain wonderful stories and graphics that enable students to improve their reading and knowledge of the world.

I have been working with the Association for Supervision and Curriculum Development (ASCD) on a global education project. I thought that, with your specialities in language, you would be interested in knowing about this project. With this curriculum model, we want to assure that global education comes to the forefront. Heretofore we thought of social studies as learning about our communities, but we now have communities that are made up of many cultures. Our model and the international perspective we want for students focus on the issues:

Who is on the earth? What happens when there is a large diversity of peoples? What are our challenges, choices, and consequences? Notice the interactive nature of the model. It is not a body of content to be learned, but rather, questions and issues to be raised.

Innovation in Elementary Schools

I could share with you many more programs that demonstrate my second descriptor, that the elementary curriculum is indeed interactive, but I need to move to the third and final area, *innovative*. There is no end to the innovation that is happening across the country. Take this advertisement "Projects in Education," for example: "With 1,300,000 students in year-round education, isn't it time you learned about this concept?" One of the new innovative things happening across the country is year-round schools. This example demonstrates looking at education in a different way. The model of education we now have has existed since time immemorial: the students get off during the summer. The teachers love it, but parents are not so sure--especially the working parents and the one-parent families. We need to look at how we organize our school year.

We can find innovative schools everywhere across the country. Key Elementary School in Indianapolis is a school built on Gardner's multiple-intelligence theory. The teachers are exposing their students to all the seven "intelligences" that Gardner has described: linguistics, logical mathematics, musical kinesthetics, body kinesthetics, spatial, interpersonal, and intrapersonal. Their school day consists of activities that foster all of these intelligences, rather than focusing on one area.

Another innovative example is the Elementary School Consortium that I have been coordinator of for the past five years. This consortium is an opportunity for schools to join a network, where they can share ideas and find out some of the best things happening in classrooms around the country. The group now uses a symposium format for its biannual meetings and networks across the country--not just by phone, but by teacher exchanges. We write articles for a quarterly newsletter and publish a journal, A Joy to Learn. This very viable, active group is representative of a number of schools across the country that find innovative ways to make elementary schools and their curriculum more excellent than ever.

Another innovative aspect of elementary schools is assessment. While the curriculum is interactive, focusing on student outcomes, the curriculum is dormant until assessment is added to it. How do we know that students will accomplish the proposed outcomes? How do we measure their progress? How do we show it to parents? How do we share with other teachers what students are doing? We come to what is called *authentic assessment*, trying to find ways students grow in their skills and knowledge by demonstrations of their actual work.

One of the things we instituted in our district 12 years ago is a writing portfolio. Students receive this when they are in kindergarten and take it home with them when graduating from twelfth grade. Each student's portfolio contains his or her writing throughout the school years. Specific pieces of writing, graded on criteria developed by teachers, are part of the portfolio. Writing portfolios and videos of students giving speeches are authentic ways of assessing students. Educators are also recording student information on computer disks by using scanners. When students graduate, they are handed a number of disks containing examples of their work. Thus, the alignment of assessment with curriculum is a very viable feature of today's world of teaching and curriculum development.

Another emerging component of today's education is *America 2000*, prepared by the U.S. Department of Education (Appendix E). In April 1991 President George Bush and the governors of all 50 states declared what they want to see happen in American education. There are six major goals, and we have nine years to achieve all this. *The participants note that foreign language is not mentioned.*

Well, you think you are not in here so you seem discouraged. But you are mentioned in goal number three. This goal states, "Every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy" (19). One of the objectives under that goal states that the percentage of students who are competent in more than one language will substantially increase.

So you have a foothold; you are an objective. There is supposed to be money for new schools. How this will happen is not clear. If there is money and new things are developed, schools will break down their traditional walls and will be allowed to do new and different things. It is certainly a viable foothold to push for foreign language in the elementary curriculum. Foreign language has suffered from the fact that the three R's have been mandated, and where funds are limited, programs like foreign language, counseling services, and the arts have tended to suffer because they were deemed "not essential."

As you look at the three descriptors I shared with you--the integrated, interactive, and innovative curriculum--is the elementary curriculum new and different from what you have experienced? I will let you judge. Things change, obviously, because of many factors. But when I began this morning, many of you said you loved elementary school because of certain teachers. The human element is the key in any educational system. The elementary curriculum changes; it is being assessed in different ways, but as in the past, it will only be delivered effectively by dedicated professionals.

QUESTIONS AND DISCUSSION

Cooper: I work in a language education department, and most of my colleagues are in elementary education. They are always talking about Whole Language, and you mentioned it as well. I have this book by Kenneth Goodman, called What's Whole in Whole Language? I read it through and kept thinking I was missing something. Would you say more, please?

Gonser: Whole Language is elusive. Maybe I could start with what Whole Language is *not* to help define what it is. Whole Language seems to move away from the basal reader, which has formed the predominant source of reading instruction in American education. Primarily, you would start with the basal reader, work through it, follow it methodically, group your students in two to four groups, teach them reading and a strong phonetics component. Proponents of Whole Language stress doing away with isolated, methodical skill and drill, and instead teach reading through stories. They start out having students reading and writing, rather than dividing words and syllables, learning phonetics, and then reading stories such as "Look! Look! Look! Here comes Jane!" The Whole Language concept is to focus on meaning and comprehension. Learning how to read and how to write comes as you are involved in meaningful activities. You do not break language down into its smallest parts and start learning the alphabet first; you get right into teaching stories, teaching students to keep a journal, or to write to their parents--even if writing is only little scribble marks for kindergartners. The idea is that as the teacher involves the students in stories and meaningful units, their language will grow. The language becomes a by-product of the activities and the experiences going on in the class, rather than, This is reading hour. Reading hour is when students sit in their seats while the teacher teaches one group; the other students do their seatwork and workbooks while the first group learns.

Rhodes: I have a question about ability grouping in reading. I know some teachers are not using ability grouping for other subjects, but they still do it for reading. What are your ideas on the subject?

Gonser: Well, I think you have to have both. I am also the gifted coordinator in my district, and tracking is a no-no today. But I think we do a disservice to those students who could move on faster. That is where another movement connected with Whole Language comes in, the Literature-based Movement. We are buying 10 copies of a novel or storybook so that children are reading quality, viable, rich language. A teacher wants good books for students. It is easy to find them for sixth, seventh, eighth graders, but not so easy to find them for kindergarten. Teachers need materials. I find that I cannot tell teachers to do a specific task and then not support them with piles and piles of materials. Those materials have to replace the missing basal readers.

Met: Could we come back to the notion of outcome-based instruction? When we look at performance-based assessments, they are based on the notion of what students can do with what they know. Other than that particular twist to the outcome, do you see any similarities between the outcomes that are being stated in student performance terms today and what we were being trained to do in the 1960s, which was, Given a ruler and a sheet of paper, and given the dimensions of such-and-such, the student will. . . ?

Gonser: When we wrote performance objectives back in the 1960s, we wrote, 75 percent of the students will be able to do this, because we knew what we had in the classrooms. We had the bell curve. Larry Lezotte, who has worked on the Effective Schools Movement, said that we forced the bell curve. Indeed, the bell curve is shaped by the amount of time we give to instruction. Schools, by and large, move students through them on a time basis. We all have *X* weeks to learn; when it is time for the teacher to move on, those who "got it," got it, and those who did not, did not. We went on. It was the way we knew how to teach.

The outcomes described in the curriculum we examined stand without qualifiers. This scares me a little, since I think there still will be some students who cannot achieve them. The charge falls back on me as a teacher. The important question is: What do we do now as a school to make sure that Johnny learns? Will we extend his year? Will I have to put him, one-on-one, in the program of Reading Recovery described by Clay, in which I give him enriched language 30 minutes a day? It is very intensive and costly. We have to think about how we are going to help students achieve those outcomes; it may mean different instructional time or different delivery systems. That is the part that will cause us to think.

Met: In Maryland we have just moved to statewide performance-based assessment in lieu of standardized tests. This assessment is not looking at individual students but at school performance. This change has had tremendous implications. Many in the school system were happy about it, because it shifts the weight of testing. The assessment instruments themselves were fascinating. For example, in a sample math-assessment problem taken from real life, fifth graders have to write the explanation of how they came to their answer. It is really interesting to see how much the performance-based assessment is validating what the teachers are trying to do. There is room for cooperative work as part of the assessment as well. The eleventh-grade test, for example, will be multidisciplinary, not a test per discipline, but one test that integrates several disciplines.

Bartz: One of the problems we have in Indiana is that we are trying to do too much with statewide tests. It becomes a real political thing. They are trying to define in Indiana the purpose of statewide tests. I think they will decide that it is to look at schools rather than at students. The teacher needs to look at students, the school needs to look at its students, but we need to look at the schools.

Met: In foreign language we have written outcomes for performance-based assessment. We had a state-curriculum framework, but in addition to that, we had to develop performance-based outcomes for a performance assessment that may or may not come. But the two documents were almost identical, because in foreign language we have been talking about performance-based instruction for a long time.

Gonser: Ron Brandt, who is the editor of Educational Leadership, posed questions about assessment at a recent meeting I attended. This final question was really the "downer" of the meeting: Will our society and culture change enough so that our students will be able to achieve assessments? Of course, that is the bottom line that we arrive at when we say "all students"--we unify and tie in the community and the parents for their responsibility--because we cannot do it alone.

Bussiek: When I looked at what I wrote down for learning outcomes, it came to five areas: skills, knowledge, attitudes, behavior, and feelings. I can easily see how you can assess knowledge, and possibly skills, but it is difficult--in my book, at least--to assess attitudes, behavior, and feelings no matter what curriculum is used. Do your school system and society at large allow you time to spend on those things that are not easily "testable?" And how do you think we can effect change in the classroom?

Gonser: Well, obviously we know that those attitudes, behavior, and feelings are the essence of the being that makes you and me what we are. I will have to say that I cannot speak for the nation at large, but in teaching 26 years in a school district, I can say I believe they are valued highly. Hilda Tabba from California, who was the curriculum person of our time, said that curriculum is made up of a triangle. There is the *what* and the *how* on the sides, and down on the bottom of the triangle is the *environment* or the *climate*. You have to have all three. What I gave you today was the *what*; it has nothing to do with the *how*. But the *environment*, the *climate*, is all based on the risk-free, loving, caring, nurturing of the human spirit. It is essential; the other two cannot exist without that.

In our school we spend a great deal of time training teachers and explaining how to help students whose self-esteem is low. We know that is critical to students' learning the skills and knowledge. I do not know whether any of you know about the Jim Fay Clinic. All of our principals and staff spent two days there this summer learning how to work with students. For example, how to help them become responsible for their own decisions by using good techniques of questioning. When students bring you a problem, you turn it back to them. By using good language skills and techniques, you learn to instill in students that it is their problem. For most of us, this is pretty hard, because attitudes and values are so embedded in our own upbringing and in our own culture that it is difficult to be objective about them. We just know that attitudes and feelings are important, particularly in elementary school.

I do not have an easy answer for you. But I do not think you can divorce teaching skills and knowledge from teaching attitudes, behavior, and feelings.

Bussiek: My fear is that because there are these tests requested by somebody, teachers are forced to use shortcuts so that they have acceptable test results.

Gonser: My concern is when businesses come in and want us to do a "quick fix"--which is what they want to see--and they do not have the faintest idea of what it is like to work with a class of 25 students coming from such different socioeconomic backgrounds, experiences, and ability levels. I think we need to involve businesses right at the classroom level. They need to see classroom practices in action, because I believe that when they see what happens, this feeling of "you do not know what you are doing" will shift. Have you been in a classroom lately? Have you seen what teachers do? Wonderful, mind-boggling things. It is complex. If we are not getting the results businesses want, it is because we have a lot of things to deal with that are not just our responsibility. How are we going to effect change? I do not know.

Bartz: Don't you think that there are some other forces working here that we really have to address? That the state-level assessment goals themselves are counteractive to some of the things we are trying to do? The money and all the resources are going to implement those goals.

Gonser: Teachers raise this question in workshops, but I play the devil's advocate. There is not the capability in any school system to "police" every teacher. Teachers can go into their classrooms and pretty much do what they want. They always have, and probably always will be able to do this. How many of you have lost money from your paychecks because you have not done what was mandated? None of us! There simply is no way to enforce this.

It is going to take time before our instruction at the local level matches state level assessment. The key, I think, is to make sure at the state level that the people who are in the positions of creating assessments are aligning those tests with valid, reliable curriculum. We are a house divided when a state department sets up tests that the local districts believe undermine good instruction. The state department people ought to be exemplary in what they are doing to help support us in what we know is good instruction. I am not saying we know it all, but we should be together on that, and we should not undermine each other.

Met: I would like to take this discussion to the arena of elementary school foreign languages. We have created an unbreakable cycle in the United States. We do not start people early enough to give them the background in language skills they need to be as enabled to teach foreign language to elementary school students as they are to teach mathematics or science. Because we do not produce enough people with foreign language skills, integration does not happen. And because it does not happen, we do not produce the people. It thus becomes a self-perpetuating cycle. We can talk with elementary teachers about integration, but they will never be able to do the real kind of integration that you are talking about unless they are prepared to teach in the foreign language.

Thus, in the interim we find ourselves trying to bring in the specialist to teach the foreign language. When the specialist comes in to teach, you get into the issue of taking time out of the school day. The kind of integration we are demanding of the foreign language teacher is even greater than what we are asking of the elementary teacher, because at least the elementary teacher comes to his or her position having the background to teach subject matter content. They have taken discrete courses, and at least know what the math or science curriculum is. The foreign language teacher at the elementary school level comes in knowing foreign languages and is suddenly confronted with a vast curriculum that takes years to learn how to teach well. The foreign language teacher is told, When you go into the classroom tomorrow, see if you can integrate the concept of estimation with your unit on animals. We are asking a tremendous amount from people, whether they are elementary teachers trying to teach foreign language or foreign language teachers trying to become knowledgeable enough to do the kind of integration you described earlier.

Curtain: I would like to build on Mimi's point. We have talked about change this morning. We are finding a lot of resistance from classroom teachers because of the time issue. Carol Ann and I are working with a school district that offers foreign language instruction in grades four and five. The fourth-grade implementation of the foreign language program went very smoothly. The fourth-grade teachers really saw the value of language study and were thinking about global connections. The fifth-grade teachers were very much opposed to the program because of the time issue. They were feeling very resentful and under pressure. They felt that time was being taken away from them. Their attitude is starting to change now, because the foreign language teacher is reinforcing the curriculum. It can be very hard for the foreign language program to get a foothold.

Gonser: I was a junior high teacher for ten years in Royal Oak. I loved teaching junior high students--they make you be a good teacher, because they are awful if you are not. We had Spanish scheduled at half-hour intervals. My heart would go out to these teachers. I would leave the room, and they would be left with these "animals." When I read some of your materials that said we are talking about integration of the foreign language with the units being covered in the classroom, I wondered why I did not ever think of that and how logical it seemed. You have sold me on that concept already; I wonder how I can espouse this now. I think there are enough enterprising organizations around that if you have good ideas about what to do with foreign language, you have a way to proceed. Organizations are always giving grants for new ways to create schools that are different. The dilemma is: Do you have a place that is willing to go this route? Do you have a staff that is willing? The more difficult thing is changing the people who are entrenched in what they are doing. So you go with those people who will change. It seems you are in a good position to get some real funding in this country, particularly if you are located in an area where there is a large number of at-risk students. I think you have an audience out there for students in America to learn foreign languages.

Bussiek: Let me address what Mimi and Helena said. The solution in the long run is that every American high school student who goes into teaching have an appropriate number of years and a good working knowledge of a foreign language under his or her belt. Until we get to that point, we will not have integration on the scale you would like. Just so you will not think you are behind, let me add that most European countries, which have lengthy programs in high school--certainly a German teacher leaves school after nine years of English--have no programs in elementary school, which goes to grade four. This is true despite the fact that every elementary schoolteacher in Germany has had nine years of English before entering the university.

Gonser: Well, I did not mention foreign language in my presentation, because I have not heard about foreign language in my travels around the country. It is just not a big thing. We--meaning elementary educators--do not know that you exist or what you are doing. I know there are just a few of you, but foreign language seems too much in the background. There needs to be an awareness level of what you have and where you are--that you are in sync with us. Anything you could do in that realm is vitally important.

Zimmer-Loew: I think part of our problem has been our elite reputation. We are considered by so many people to be on the fringes. Teachers should be our champions, but there are teachers who are scared to death of having you come into their class and teach their students German or Spanish, because they do not know a word of it. There are a very large number of people who are gatekeepers and decision makers who are not going to let us in because of their lack of knowledge about what is happening today, because of their own personal lack of interest, and the old "I-had-two-years-of-language-and-I-can't-speak-a-word." I am sure you all remember the FLES movement in the fifties and sixties; we were on the periphery then. Someone bounced into your fourth-grade room and took your time; you often left the room; you did not reinforce the language; you had nothing to do with it. You hardly knew the teacher, because it was your coffee break in many cases. So we have an absolutely awful reputation, if people remember us at all. We have so much to live down.

I hope you are right about better public relations. We have to present a positive picture of ourselves, because we know we have a great deal to offer. We can serve as a "helpmate" to the teacher and not as a coffee break baby-sitter.

Rosenbusch: I think there is one more aspect to what you have said. Not only did these teachers and administrators have two years of foreign language, but it was a grammar-translation approach. They cannot imagine why children would ever want to experience that. It is exciting to see them turn around when they know what foreign language programs are like today.

Pesola: There is something that troubles me here. As elementary school curriculum becomes increasingly integrated and interactive, I do not see the model of the foreign language teacher that now exists changing remarkably. In the current model, the teacher comes into the classroom for 20 or 30 minutes a day and sees under the best of circumstances 10 classes a day; under the worst of circumstances, 15 or more. It is going to be harder and harder for us to live up to our standard. How do you deal responsibly with 10 to 15 groups of students? How do you do FLES with the integrative model? I believe that we have the ultimate integrative discipline. I have felt for a long time that foreign language is without a specific allegiance to a specific body of information.

Pillot: But it is not impossible, either. I am experimenting with developing a schoolwide theme for my foreign language students. I tried to pick a theme this year that was general enough in nature so that I could adjust and coordinate it for each grade level. I chose the theme *Our World*, and I have developed a different aspect of this theme for each grade level.

A fifth-grade teacher came to me, for example, and said, "Our theme this year is ecology." *Ecology* and *Our World* go together, just as *Seasons* and *Our World* go together. So it is not that I take each teacher's classroom theme, but rather that even though my theme is a little different, the students can see how it fits together with their classroom teacher's theme. If the teachers know what your theme is, then they have an opportunity to connect with it, rather than you taking all of their many themes and integrating one of them into your foreign language classes.

Curtain: I think that is a very good point, since we cannot work with all of those themes. We need to think of the other constraint we have: the students have a limited amount of vocabulary and our function is to help them develop their skills in the new language.

Kirsch:* There is the problem of how to put the learning of the basic skills by every individual

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**Note: An asterisk after a speaker's name indicates the original was spoken in German.*

participant into this integrated approach. The basic skills depend very much on language learning, so there is a special problem of fitting foreign language learning into that whole cycle. Of course there is nothing new in pedagogy, but we still have to find an answer today to this dichotomy of the integrated approach and basic skill learning.

Gonser: Integration is on a continuum. At one end you have the separate subjects, and on the other end you have total integration. You are always somewhere on that continuum. You have to constantly make judgments as a teacher. You want to make real connections, not artificial connections. You cannot connect that which does not connect, even though it is mandated or suggested in the guides that you are using. People sometimes do not think; they just buy into a trend and do not know why they are teaching what they are teaching. Sometimes basic skills do not connect and cannot be taught naturally in an integrated process. If it is time to teach students to multiply, what some teachers have done--when teaching a unit on bears--is to give the students gummi bears to multiply under the guise of integrating. Well, this is cutesy, but it is not really integrating.

There is a lot of preplanning that goes into integration that involves thinking about orchestrating the learning. My partner and I have developed a model for aiding integration. The model is divided up into subject areas. As the teacher, I am going to list what it is I think I can connect; I will use my curriculum guide and textbooks in planning. I will integrate when I can and I will teach directly when I think I need to--that is a judgment call.

Pesola: I want to respond to that too, out of the Whole Language perspective. I find Frank Smith very compelling when he talks about joining the "Literature Club"--that is, you do not learn to read by learning first the sounds and letters. You learn to read in order to share in an exciting learning experience that other people show us is worth becoming a part of. From the moment I saw that concept, I began to think about joining the German club or joining the foreign language club. The skills come first and foremost out of association with a model that demonstrates how exciting it is to be speaking German. The students become part of a group using German to do interesting things, and then they deal with the skills that are necessary to do them better. But it is the students' own motivation that makes them want to be part of this interesting group. The basic skills then improve out of a motivation that comes from the students and not out of teacher expectation. For me, that image of joining the foreign language club is very powerful.

In response to Dieter, where you see skills that are not being taught, you have to jump in and teach them. You teach these skills out of need and not out of some abstract curriculum design. That is why I think it is so hard to build curriculum in the traditional sense for an elementary school foreign language program. You do not know what it is going to need to be.

Bartz: That is what we tried to do with the Indiana guidelines. We looked at what it was we wanted the students to be able to do: To do *X*, what do you need to know in the basic skills? rather than saying, These are the basic skills we are going to teach. . . . A lot of teachers cannot accept that reversal of process.

Met: One of the places where this issue becomes most pressing today is not in the elementary school, but at the mid-level, where the national trend toward interdisciplinary instruction has caused us to do a lot of "gummi bear" instruction, to use Connie Gonser's example.

I work in the Division of Academic Skills, so my counterparts are science and social studies people. At the middle level, we spent almost all of last year meeting monthly using Robert Marzano's Dimensions of Thinking and making connections when we could. But thematic units would only come together where the content specifically contributed to integration. We know that despite what we tell teachers, they are not going to give up teaching algebra to fit in a unit on aviation. You cannot do all your math problems that way.

We began to ask, What other kinds of connections are there? We developed multiple continua, one of which is content, or thematic, continuum. We have two others that we are working on developing--thinking skills and learning strategies.

Everybody teaches thinking skills, no matter which subject domain, if they are teaching properly. In the foreign language classroom we can do problem solving effectively--as effectively as the math people--without the sense of "giving up" the content in order to achieve interdisciplinary instruction in name only.

Learning strategies are closely connected with thinking skills, but are not quite the same. Some of the metacognitive strategies, such as reciprocal questioning, monitoring learning, organizing for learning, and some of the learning processes, such as writing as a process, have been carried over to other domains as well. One can teach students the strategies of effective readers, and one can teach students predicting, hypothesizing, and inferencing.

Gonser: In fact, one of the approaches in our integrated model was to start teachers off with reading and writing across the curriculum. Our latest workshop was with a middle school. Some teachers were saying, But we thought you were going to teach us how to integrate the curriculum. You see, they were missing the point that there is a continuum that you move in and out of. You all can use those good teaching and learning strategies across the curriculum; they are integrative tools for teaching what it is you want students to learn.

Curtain: Returning to Dieter Kirsch's point, I want to say that the idea of a continuum is very helpful for me. As we talk about the vision we have for integration, we must constantly remember to make sure teachers know that we are dealing with a continuum. Going back to a recent experience I had with a group of teachers, I found that some new teachers involved in the program were unsure if they were correctly implementing the new curriculum. They felt they could not do anything they used to do, that they had to throw everything away and learn everything new. I think we need to keep that continuum very much in mind as we make our dreams and our plans.

Pillot: I think part of the difficulty we run into is that teachers have been trained--because they are of different ages--with different theories; some with behaviorist, some with cognitive. If teachers come in with the mindset and background of one theory and hear a small part of another theory, they really do not understand. They filter the information through their own theory, and it does not mean the same thing. In a way, we almost have to start from a commonly accepted theoretical basis so that we all understand where we are coming from.

Bussiek: Connie, when you go to your workshops, how do you put people at ease, so that they do not leave in fright?

Gonser: We just get the teachers to do it. When we teach integration, we have them doing it at the workshop. They leave at least having done it as a team, working through and developing a model there. As with any group, there would be variances in ability. We try not to tell how to do it; rather, we have them experiencing integration so they get the, Aha! This is what it looks like! As in most workshops, there are no more than six to eight teachers at a table. After intervals of 10 or 15 minutes of input on our part, they are doing it. Now, of course they have not done it in the classroom. They would have to practice integration in their classroom. We hope that we have involved them enough to allay their fears. We hope that we have strengthened their belief system about teaching and learning; that is basic.

Met: One of the things we have been trying to do in the last year is to put some of these ideas into practice. I think the hardest thing we have found is the teamwork. We even built money into our budget to allow teachers to meet before and after school, so we would not demand time from them without compensation. Teamwork just does not happen with great frequency. People have demands before school and after school, and they are tired after a long day of hard work. There is no time during the school day when everybody is free to do team planning. We pushed hard for collaborative planning between the language teacher and the classroom teacher to ensure the kind of integration we all agree is the key to success. But the kind of planning required is very difficult to accomplish under the current system.

Gonser: That is why there has to be a bigger change. What you are saying is true. Look at restructuring--which is the other buzzword. How do we restructure schools so that we achieve the outcomes that we want? There are schools that are closing early so that teachers may meet for a part of a day. The opposite of that is: What do you do with those students whose parents want them in school? You have to think of different ways to be able to accommodate those parents. Should teachers be working a longer school year?

Bartz: The state superintendent in our state and the state board of education had a very rough time with a waiver that one school submitted: they wanted to meet 4½ times per week. This was like moving the Rock of Gibraltar, but they got it through. I think that teachers want to make changes.

Gonser: Can we work together, bring the unions together, look at teachers' schedules in a different way? It is a massive change, but change happens when people get together and agree, signing waivers against contracts, and so on. The studies and research show that change happens in individual schools; we do not change districts, but schools where people get together, sign waivers, and say, We're going to do this. If they have an administrator who is supportive and will let the changes fly, then there is no end to what kind of things can happen. But when people get nervous, they tighten up the rules and regulations.

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2. WHAT IS THE ROLE OF FOREIGN LANGUAGE LEARNING IN THE ELEMENTARY SCHOOL CURRICULUM?

THE PLACE OF FOREIGN LANGUAGES IN THE ELEMENTARY CURRICULUM

Myriam Met

One of the subjects best begun in elementary school is the very one we are least likely to find there, foreign language. Without giving a rationale for putting foreign language in the elementary school, since that is not my purpose today, I would like to talk about how important it is for us to see the role that foreign language can play in achieving the goals of the elementary school. What I am going to say is, in a way, a vision of what could be, but it is also a vision of what *is* in some very forward-looking places.

There are three words I would like to use to characterize elementary school foreign language instruction:

- integrated
- interactive
- innovative

That was written after Connie spoke! But truly, everything I had in my notes of things to highlight fit in those three categories. Perhaps the place where foreign language is moving forward most rapidly and most successfully is in the area of *integrated.* Many of us have mentioned today the notion of content-based instruction. Just for the record, let me review some of the possible meanings of that term.

Content-based Instruction

In content-based instruction we try to make connections between foreign language instruction and the rest of the curriculum. In some programs, such as immersion programs, and in some content-based FLES programs, subject matter is taught in the foreign language instead of English. The typical immersion program is the best example of the true integration of foreign language with content, because the two are inseparable. Language simply becomes a vehicle for learning content.

In programs where students are only seeing a foreign language teacher for 30 minutes a day or only receiving foreign language instruction for a small period of their instructional day, the students do not develop a sufficient level of skill in the foreign language to *substitute* foreign language instruction for English instruction. In such programs, content-based instruction takes on more the look of "making connections." Those connections can be thematic. They also can be ways of looking at foreign language: What are the objectives we are trying to achieve? What are the content vehicles that allow us to achieve those objectives? For some people, content-based instruction means tying in with a unit such as "the planets." When the students are learning about planets in science, the foreign language teacher can teach the names of the planets and work with concepts such as size and distance--for example, which ones are larger or smaller?

In our school system we start from the language curriculum and say, What is it in the content curriculum that allows us to practice foreign language skills? Last year, for example, our third-grade students who study Chinese were learning about Ghana in their social studies class, and their foreign language objective was learning the names of animals. Somewhat of a stretch! How do you connect Ghana and the animal vocabulary in Chinese? The students used Venn diagrams, in which they classified animals according to whether they might be found in China, they might be found in Ghana, or they might be found in both. That is an example of where the school system's content curriculum did not drive decisions about what content the foreign language teacher would teach, but rather the driving force in the decision making was: What is it we want the students to be able to do with language, and what vehicles can we find in content to help students do that?

In many other ways, foreign language instruction has become increasingly integrated over the last few years. We have looked at interdisciplinary instruction--the whole move toward making connections. Another way of making connections is through thinking skills, such as predicting and hypothesizing, which are taught in almost every subject area in the curriculum. They can also be taught in the foreign language classroom, so that in a language lesson students may be asked to predict what kind of animals we might find in China or to hypothesize what is going to happen next in a story. Whatever the skills are--whether inferencing, estimating, hypothesizing--those skills can also be taught in an integrated way in a foreign language classroom.

We are also very much a part of the interactive trend Connie talked about in elementary school instruction. If there is one thing that characterizes foreign language instruction in kindergarten through twelfth grade today, it is the belief that students learn by doing and by experiencing. What they can do with what they know is much more important than just what they know. That kind of notion parallels some of the discussion that we heard earlier about the relationship between skills and processes; between product and process; between the content, the basic skills, and the total integration. Just as people in Whole Language emphasize the relationship between speaking, reading, and writing, foreign language people do, too. Just as people in Whole Language talk about constructing meaning from texts, when *we* teach reading, we expect students to become active constructors of meaning. What students know--their background knowledge and experience--helps them interpret texts as well. But in the case of cross-cultural materials, students' background knowledge and experience sometimes interfere with their interpretation of texts. It is our job to give students the information they need and the background knowledge to interpret texts. Just as teachers in English language classrooms teach writing as a process, we in the foreign language classroom stress the concepts of pre-writing, writing repeated drafts, editing, and publishing, and we use peer response groups in the editing of work.

Earlier we saw the notion of processes applied to content in the science curriculum. The processes of understanding cause-and-effect relationships, the processes of inferencing, the processes of data collection and interpretation are applied to a specific body of knowledge or content. Similarly, in the foreign language area of proficiency, we are looking at applying the processes and the functions of language. What people want to accomplish with their language skills are the processes, which we then apply to specific content functions, such as words, the structures, and the nonverbal skills you need to get your message across. Again, the emphasis is on the process of communicating, and the content becomes ever-more sophisticated as you become more knowledgeable.

Cooperative learning and risk taking are also interactive characteristics of good elementary school foreign language instruction. Perhaps more than other characteristic trends of the elementary school, the move toward holistic teaching and outcome-based instruction (where the focus is on describing what students will be able to do) takes precedence over what students can tell us they know--making us a real part of a national trend in the area of curriculum.

An Early Start in Foreign Language Learning

People are not well informed about the relationship between an early start in foreign language learning and some of the goals of elementary education. For example, if you went to elementary principals and said, I have a program for you that has been shown to help students increase their performance on tests of academic knowledge. And I have a program for you that has consistently been shown to improve students' cognitive functioning. Would you be interested? They would probably all say Yes. And then when you told them it is a foreign language program, they would probably say, Well, maybe.

Yet the research is pretty consistent that students who start learning a language early do as well as, and frequently better than, students who have not had a foreign language experience in childhood, whether it is in school or out of school. And although one has to be a bit careful about which research says what, the bottom line is that no study has ever demonstrated detrimental effects on academic achievement or cognitive functioning when time is taken out of the school day for foreign language. When you talk to people and they worry about where they will fit in foreign language, that is another way of asking, What is going to happen to learning another subject if I make time for foreign language? One of the messages that is really important for us to get out is that nothing bad is going to happen to your students; on the contrary, we have every reason to expect that the introduction of foreign language will be very beneficial--both in terms of the goals the school has set, as well as in terms of the foreign language curriculum. For example, some studies have shown students in elementary school foreign language programs do better on tests of reading and language arts than students who have not taken foreign language. Also, studies have documented the positive relationship between early language learning and cognitive functioning.

Linguistic and Cultural Diversity

Foreign language can also make a great contribution to an appreciation of linguistic and cultural diversity. There are several reasons for that. When I worked in Cincinnati, we put some of our ESL (English as a Second Language) programs in schools where we had elementary foreign language programs. We thought our foreign language students would be the most sensitive to understanding how difficult it was for someone else to become proficient in a new language. The struggles the ESL students were experiencing in mastering enough English to become sociable as well as successful in the academic curriculum were more appreciated by students who themselves were struggling to gain similar skills in another language. The whole notion that around the world people have different ways of saying some ideas that are the same, but also similar ways of saying ideas that are very different, is an important one for children to understand. Similarly, with behavioral patterns and social institutions, the notion of cultural diversity is one that not only fits well with a foreign language curriculum, but also is particularly appropriate to the elementary school, where research indicates that individuals are more receptive than at any other time in their life to accepting and appreciating diversity.

There is not a school in America that I know of that has not put multiculturalism or appreciation of cultural diversity as one of the goals for its students to help them become responsible members of society. One of the things that foreign language in the elementary school can do for students is to prepare them to live in a diverse society, even if they never leave Iowa, for example. Perhaps even maybe more importantly, because they may never leave Iowa, they need this kind of experience.

Innovation in the Elementary Field

Among the most innovative, talented professionals in our field today are the people who work at the elementary school level. There is only one way to teach children, and that is to make instruction interesting, motivating, and meaningful; in other words, to give students a real purpose for learning. The kinds of innovations that have taken place in the foreign language profession in general--in terms of the proficiency movement--are pretty well documented. There are also many innovations at the elementary school level. Elementary school teachers provide activities that are meaningful and that give students a purpose for learning. In elementary school foreign language instruction, we are reaching out to other disciplines and becoming more in tune with the innovative trends in other curriculum areas. I think these innovations are happening in some places; I think in other places they are beginning to happen; I cannot say that they are happening everywhere. Later Nancy will talk about the reality of who is doing what.

QUESTIONS AND DISCUSSION

Pesola: In support of what you said, it is my understanding from talking with many others that almost every subject area in the curriculum can demonstrate the same positive correlation between their content area and academic growth. Somehow it makes it harder to build our case for foreign languages. The fine arts people, for example, are coming up with the same kinds of research: you give a little more time to fine arts and you find the students function better. That does not diminish our claims, but I think we have to be realistic about where we place. I believe that it is also true of most other subject areas--that the most innovative, creative, and visionary teaching is going on in the elementary schools, which means that we are in great company.

Met: Wasn't that the finding of the Holmes group as well? The Holmes group was a group of deans of schools of education and teacher preparation institutions who looked at the quality of teacher preparation across the United States. One of their findings about the preparation of teachers is that the people who prepare teachers are often not good teachers themselves. But the Holmes group did not criticize just people who teach teachers; they said in general that the best teaching in the United States takes place at the elementary school, and it gets progressively less innovative.

Gonser: John Goodlad did a study in 1984 called A Place Called School, in which he studied 200 schools across the nation and found students--particularly at the high school level--were bored. His thrust now is to work with universities. A pilot group of universities has signed on with him to look at university teaching and how it can be changed.

Pesola: I have been very excited about the work of Kiern Eagan, the Canadian educator, who talks about various stages of educational development. The theme that comes up over and over in his work is: leave nothing behind. I suspect that with older students we unfortunately assume that they no longer have a need for a hands-on or a story approach, for narrative, for strong images. Older students still need all those things. I like his idea.

Met: One of the things I did not include in my remarks, which I think would make for interesting discussion, is, How far can we go with content-based instruction? We have been working on developing a foreign language curriculum that is content-based. One thing we learned is that you cannot do it every day; there has to be part of the instructional program that is focused exclusively on language, on developing the language skills. There is not a connection to every content at every point. If it is March and it is third grade, the teacher might not find anything in the science unit on work, force, and machines that will fit with a unit on clothing.

Not only is it impossible to make a connection to every content at every point, but there may be whole subject areas that at a given grade level are very difficult to do. I am thinking particularly about the middle schools where some of the sixth graders' math objectives are pre-algebra. I once spent two months trying to find connections between the algebra curriculum and foreign language. It is hard to talk about *f(x)* in the foreign language classroom!

The last issue I want to raise is a definitional issue that I think we have not addressed: When is an activity content-based and when is it simply an interesting activity?

Bartz: Don't you think that it is content-based if it is a vehicle to achieve an objective at that grade level or in that course? That is how I have viewed it.

Curtain: I think we have to look at the other side of the coin here--the idea that we are also looking at these activities as a vehicle for language learning. We have to ask, Is this a valuable vehicle for language learning? If so, then it is an appropriate activity.

Met: Maybe I misphrased my question. My question was not whether seeing which fruits float and which sink in a beaker of water is a valuable activity or not; I think the answer to that is obvious. It is far more interesting to teach these activities than to show flashcards of all the fruits and ask, What is this? There is no question as to whether the activity has inherent interest and value; the question is, What characterizes content-based instruction, especially from the perspective of people outside our field to whom we are trying to sell our programs?

When we say to them, We are going to use a content-based approach in which we are going to reinforce concepts from the other areas of the curriculum, they expect us to reinforce grade level objectives. Exactly what Walter said--if it is not a fifth-grade expectation, then it is not content-based from their perspective. That does not take away from the fact that it is a great activity.

Bussiek: I find the same thing happening in Europe and specifically in Germany. You have a political agenda, because you have to get your foot in the door. You have to make compromises that ideally you would not make. For example, in Germany we are working with the idea of *Begnungssprache* (language of encounter). We have the same basic dilemma because people say, We haven't got the time. To get the justification for a foreign language in Europe you need a strong political reason--even in 1992! You cringe if you look at the way you try to find reasons to justify the foreign language, because the rationale is beyond content and linguistic reasons. Your administrators are not quite convinced about teaching foreign language and catch you with your own words. Your teachers are catching you, too, with content-based; they think that means everything you are doing has to be content-based, and that is what we cannot deliver. Therefore, we probably need to be more realistic.

Pesola: As Connie said, we are moving evermore towards an integrated curriculum in the elementary school in which the larger concepts and processes are taking on an even greater significance. When we are connecting with the content of the curriculum, regardless of where the concepts might have been originally introduced, we are indeed participating in that integration. In the name of a spiral curriculum, we are reinforcing concepts that have been previously introduced. I do not think we need to apologize for teaching a kindergarten concept if it is reinforcing something that children need no matter how old they are.

Met: I do not think we disagree at all. We are trying to move toward clarity in our communication. One suggestion from teachers is that perhaps the curriculum ought to determine what gets taught in a foreign language classroom and when. That is a notion that I at least have resisted very actively, because then the content becomes the driving force in instructional decisions about the language students learn. Suppose you are doing your third grade unit on the life cycle of the moth. I do not know why any student should know how to say *chrysalis* in French or Spanish; it is not exactly a high-frequency item that you can work into day-to-day conversation. When other content areas become the decision-making force, not only do you end up teaching language skills that may or may not fit with what you think students need to know, but it makes articulation with the secondary school even more difficult.

Curtain: And then I think we run into the danger in immersion of the language sometimes being pushed to the side. Perhaps we should just stop using the term *content-based* and use another term such as you have proposed, Mimi--*content-related* or *content-enriched*. I find people understand the term *content-related* much more readily.

Bartz: Is there anything going on in your program where the actual content is being taught for that specific grade level?

Met: Yes, we are doing that. Because we are not able to teach content either all period or every day, the classroom teachers' and principals' perception of what was going to happen was different from what we thought was going to happen. The curriculum we have been developing shows very clearly the language objectives and the connections to grade level content. I guess what I am getting at, is that I would hate to throw out the word, term, or idea of *content-based*.

Rosenbusch: Instead of the content being the driving force of the foreign language curriculum, what would you use to determine that language curriculum?

Met: We could do what we did because we are in a different situation from other secondary schools in that we had already changed our secondary curriculum. Our new secondary curriculum is thematically based--it is a proficiency-based curriculum that is organized around contents and contexts. We started from the situations that students are most likely to find themselves in and the topics they would most likely talk about, and then identified what they need to know to be able to do that, in terms of grammar, language functions, culture, and so on. So the organizing principle of our new secondary curriculum was already situational, topical, content- or theme-based. Then we took a look at Level One of the high school curriculum. We asked, If we want to articulate so that students will not start all over again after completing a three-year sequence in elementary school, then what do students have to know at the end of three years of elementary school to be ready to enter Level Two?

We took Level One and spread it over the three years of the elementary school grades. But we learned something; namely, that we have to teach all the themes every year, because the students forget too much. In the fifth grade, they will not remember what you taught in the third grade. You teach a little bit of what they are supposed to know from each of the thematic units in each grade, third, fourth, and fifth.

We started with an idea of what we wanted the students to be able to do with the language, and once we had that, we were then able to say, OK, what are they learning in science, math, etc., that allows us to connect with these language objectives? But we always start from what the language is that we want students to learn and what the content vehicles are that allow students to practice those skills.

Rosenbusch: You would have a real problem designing your elementary program if you had a traditional secondary program. Also, I believe you would have a problem relating the elementary content to the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines. Those guidelines are based on what adults would need to know if they were visiting the foreign country. That type of content is not realistic for our students to be learning.

Met: We did not base our content on the ACTFL guidelines, just on the notion of defining content.

Rosenbusch: Well, then, the questions remains: What do children need to know? And in what context?

Met: That is probably the hardest question that any foreign language educator has ever had to answer. You really do not know what you are preparing them for.

Rosenbusch: Are you saying that school districts should first define their language curriculum? For example, if we are adding an elementary and middle school program to an already existing secondary program, would we simply sit down and define the language objectives we want for the students who would start in grade three? And once we had those objectives, then would we look at the regular elementary school curriculum in the third grade and see what things might play into that? I think the teachers are going to ask: What are the goals for students' language use? To enter college, to travel abroad, to get a job in Texas?

Pesola: It seems to me that when we are looking at elementary schoolchildren, we have to look at what is important to them in their world so that they will be able to talk about and think about that. And that creates a problem with the content for high school students; to what extent is there any carryover in terms of what is meaningful to them?

Bussiek: As a compromise, may I propose using the continuum of language learning that is based on how language is acquired? If you have only 30 minutes per day, then you cannot develop a continuum in any of the subjects. If we use the stages of language acquisition as the continuum, and if we give the teacher the freedom to pull the content from any part of the curriculum of that grade that is meaningful at that moment, then we have given less stricture to the teachers.

Rosenbusch: I understand that in an early stage of your immersion program in Milwaukee, Helena, that you were not really dealing with the language and that you discovered that including the study of the target language was quite necessary. I also understand that when you planned the foreign language content you went to the regular English language curriculum and you paralleled that in the foreign language. Your approach makes good sense; but for a FLES program that starts in third grade, you cannot do that because you have started too late.

You also have a very big problem if you base the foreign language content of your FLES program on the traditional high school program if that program is grammar-based and grammar-driven. If you spread that first year Level One high school program over three or four years in elementary school, the elementary program will be nothing but grammar-based.

Bussiek: But the secondary foreign language program is no longer grammar-based in all states. If you look at our curriculum in Georgia, it is really thematic- and function-based.

Kirsch:* I would like to ask for clarification, because I am not sure whether I understand. You think, Horst, the compromise would be that there has to be a connection between the curriculum, the content of lessons, and the curriculum of the language? And because of that the curriculum of the language is structured according to the curriculum content and not by the structure of the language?

Bussiek:* No, I think it is the other way around. I think that the requirements of language building have priority over the building up of the elementary school curriculum. The teacher should use only the content that serves to build up the language, vocabulary, phonetics, grammar, etc. In short, the curriculum of the elementary schools is parallel to the development of language competency; it is not above it.

Kirsch:* Is it not the other way around? Because a child learns his or her native language through content, and through content builds language competence. Why should foreign language learning go a different route, especially in the elementary school?

Bussiek:* When the child is eight years old, one cannot pretend that he or she is a beginner.

Kirsch:* No, but I can use the experience from my first language to learn the foreign language faster . . .

Jonen-Dittmar:* . . . And you choose the content and then the language you need.

Kirsch:* But language structure is first and foremost a structure for content, through which you experience certain language structure. You use the structures and experience them without being aware of it. Reflection on the language structure will perhaps happen by the end of the elementary school phase. I think content is the language-building element for an elementary school learner.

Bussiek: The basic question here is, If you talk about language acquisition and continuous progress, isn't there really a connection with the content anyway? If you choose the content as the basis for the language curriculum, the question is, What do you teach and what do you eliminate? If the third grade learns all the animals that the zoo has, do you teach all of that vocabulary? How does a child learning the foreign language deal with all that? There has to be some sort of selection somewhere so that a continuation of language objectives is possible.

Met: The issues raised here are the crux of the debate. Dieter was saying that for children learning their native language, language is inseparable from the ideas that go with them. Children learn their language through learning about the world. And so content-based instruction is the best kind of instruction, because it is connected to the child's thinking and the child's world. It insures developmental appropriateness so that what children are learning in language is appropriate to their cognitive and social maturity. All of that is in there, but then students say things not really connected to their communicative needs. The difficulty for the language teacher who sees the children 30 minutes a day is to decide what gets taught. This ties in with what Marcia was saying, too, about how you make the decisions about what you want the children to know. From these questions come the decisions about the best vehicles to get the children there.

THE STATUS OF ELEMENTARY SCHOOL LANGUAGE PROGRAMS

Nancy Rhodes

Rhodes distributes a list of all immersion and partial immersion programs in schools across the country (Appendix F) and three articles related to elementary school foreign languages (Appendices G, H, and I).

I want to make a few comments on what is actually going on in the schools. We talked today about real innovation and about the exciting things that we like to see in the classrooms. But when it comes down to what is actually going on, I think we are at a very critical point. We know that to have a good elementary foreign language program we have to

- have intensive instruction
- spend more time in the foreign language
- teach more content

Model Programs

The list you have of immersion programs is very impressive. Of all the various models we have in the country, immersion is the one that is the most successful, because of its high goals. It is also easy to talk about, because there are set goals. The goals of an immersion program are for the children to speak, read, understand, and write the language almost as well as a native-speaker of the target language and for the children to accomplish the curriculum goals as well. Other types of foreign language programs do not have goals that are as specific. On the list you have, there are now over 100 schools with immersion programs in 55 districts in 25 states. The languages taught in total and partial immersion are Spanish; French; German; Japanese; Chinese; Hawaiian; and now in Minnesota, Ojibway and Dakota Indian languages; and at one school in Detroit, Italian.

The six schools that have total or partial immersion in German are in Detroit, Miami, Kansas City, Cincinnati, Pittsburgh, and Milwaukee. It is impressive to note that the number of programs has increased in German, as it has in all the other languages since the very first program in this country was started in 1971 in Culver City, California.

Some people ask why immersion has not caught on more. Immersion is not for every school district; the district has to be very interested in, and devoted to, this concept. Also, the programs on your list are quite successful, because the school districts have committed themselves to the program; they do not have a program just because it is the "in" thing to do.

For the more traditional FLES models, we have yet to come up with a very good definition, because the classes can meet anywhere from once to five times per week, 15 to 55 minutes per day. FLES programs are much harder to categorize. We have a list of immersion programs, but we do not have any list of model FLES programs. When we were talking about this earlier, we asked, What are the model FLES programs in this country? Ferndale, Michigan, comes to mind; and Glastonbury, Connecticut, has a long-standing program; but we really cannot name more than 10 model FLES programs that are articulated and content-based. There are a lot of good elementary programs out there, but not necessarily articulated into the secondary schools. I think that FLES is a critical area that we and others now have to focus on: What we will do with FLES? What direction do we want to see it go? We really have to talk about kindergarten through grade 12. We need to discuss the long sequence.

The other model we cite is the FLEX model, or Foreign Language Experience, where the children get just an experience with the language. I think some school districts have found that they like this model because it introduces the children to language and culture so that they can then decide what they want to take in high school. A FLEX class may last only six weeks and include three or four different languages. Some people believe that FLEX is a waste of time and that we should spend our time starting an articulated FLES program so that students can continue their studies. But what is happening now in the middle schools is that the whole philosophy is an exploratory approach that just touches on different areas. Many feel that the exploratory foreign language fits in nicely at the middle school because it gives students a chance to explore languages. FLEX is another area we need to discuss more.

I believe that German is still at a point where schools would not tend to select German as a foreign language without having a particular reason for German, whereas they might more readily select Spanish or French. Reasons for selecting German might include that a German community is located nearby, an excellent German teacher is available, or the principal of the school speaks German.

Strengthening the Position of Programs in the Schools

Our major problem now in the schools is funding. When budgets are being cut, foreign language is the first to go. I think we really have to take advantage of the needs that exist already in the schools. One way we can do this with Spanish is to establish two-way immersion programs. What two-way means is that you not only have English-speaking children learning Spanish, but in the same class you have Spanish-speaking children learning English. Two-way means two groups of children learning two languages in the same program. This program can serve as a more traditional bilingual education program for the Hispanic children and as an immersion program for the English speakers. So far, there are Spanish and Portuguese two-way programs, but I do not know of programs for any other languages.

Another way of strengthening the position of foreign language in the school district is to coordinate it with a strong curriculum area; for example, science. That might be a great way for the foreign language to come in. If the district already focuses on science, the foreign language can be brought in to dovetail with the science through content-based instruction. A school district that might have no finances for foreign language might be able to fit foreign language in within another curriculum area. One thing I have learned from working in foreign languages in elementary school for 10 years is that the foreign language really has to be taught *during* the school day, not before or after. We have many programs before and after school--which serve valuable purposes--but if we really want to be integrated into the curriculum and into the school day, the program must take place during the school day. This is the bottom line.

I also want to mention the National Network for Early Language Learning. We have a network of teachers, administrators, and foreign language coordinators who have been meeting at national foreign language conferences for a long time. About four years ago, we decided it was time to organize a network. Just this year we have become a national organization. We have a newsletter, FLES NEWS, for which Marcia Rosenbusch is the editor. It is a great forum for topics such as the ones we are discussing. Perhaps we can include something about this meeting when it is written up.

QUESTIONS AND DISCUSSION

Rhodes: Right. It is amazing that we do not have these programs. That is why it was so good to see that Georgia was going to start programs with its funding. We need model programs so that when people ask, What is this FLES? we can direct them to this or that school.

Bartz: Principals come up with very good questions: What do you expect to do with foreign language in elementary schools? What are your goals? I feel as though I cannot really answer those questions because I do not know the answers. This is something I think we need to address.

Cooper: It seems like FLEX is growing more than anything else. And the middle schools are pushing it.

Rosenbusch: Iowa has only FLEX programs in the medium-sized school districts. In small school districts in which the high school teacher is teaching part time, it is possible to increase the teacher's hours when the elementary program is added and create an articulated FLES program. But I cannot point to any medium-sized school district--and we do not really have any large ones in Iowa--that has an articulated FLES program. One school district added Spanish, French, and German in the fourth, fifth, and sixth grades, and in order not to have all of the sixth graders entering middle school with interest in studying further their most recent language, let us say, French, one-third of the students at each grade level study each language. Between fourth and sixth grade, each student studies one entire year of French, German, and Spanish. These students are spending three years and are not able to achieve any fluency. If we go back to the recent national reports, not one says to add elementary school foreign language for any reason other than to build fluency. FLEX is not backed by national reports, and that is the bottom line. School districts are looking at FLEX because it responds to the popular demands for foreign language in the elementary schools. So we are back to the 1950s and we have learned nothing. If we are really satisfied with FLEX, we have learned nothing.

Met: I agree with Marcia. I think we trivialize what we are about when we support programs that lead nowhere. I can see a FLEX program as a foundation for more serious study when it immediately precedes an articulated sequence, such as having an exploratory program in the third grade followed by a program that starts in fourth grade. Understanding what language learning is all about has value. But to have the kind of program you just described really contradicts everything we believe in.

Rosenbusch: There are certain benefits from FLEX programs, but they are not foreign language benefits. Certainly students are made aware of other cultures, they have a positive attitude toward foreign language study, and foreign language enrollment tends to go up in upper-level programs. But FLEX is not what I would like to call a *foreign language* program.

Pesola: Because we have a similar program in Moorhead, I have some reservations about out-of-hand discouraging programs like this. But I agree that they are not programs that have primarily language goals as outcomes. They can be programs that have strong linguistic components that serve to explore and to sample in effective ways. They are misrepresentative if they are called language programs. We have said that FLEX programs are one end of the continuum; I do not think they belong in the continuum. They need to be presented as something else and valued for other reasons. But one of those reasons *can* be language. If they are well taught as language programs, they can give children a real idea of what it means to begin to learn a language. These programs are a way of working with children early so that they do believe languages are part of what school is all about. But these programs are not part of the continuum and are not part of the sequence. My own bias is that if you are going to introduce three languages, I would rather see them over a three-year period rather than all jammed into one year. Then it can become a real popularity contest, whether the students like one teacher more than another. . . .

Bartz: . . . Excuse me, but what do you do for three years if it is just a FLEX program?

Pesola: Well, the program I am thinking of is the one we have in Moorhead, where they have nine weeks of French in grade four, Spanish in grade five, etc. I think we have to look at these programs separately. Some are with value, some totally without--especially those where language is not particularly well taught or is taught by someone who spent the summer in Mexico in order to be able to teach for three weeks.

Kirsch:* FLEX is better than nothing, because one gets sensitized to the second language. Communication could be one of the aims in introducing foreign language into the elementary school. A second reason could be in order to widen your horizon, your idea of the world in the sense of global education. I think that this second point could be a very good reason for choosing foreign language in the elementary school, because the communicative aspect does not always have to be the only, or the prevailing reason.

Bussiek:* Dieter, if I can quickly comment that what is being stated at the moment as "reasons for foreign language learning" has little to do with intrinsic reasons. In the American mentality, if it does not result in dollars and cents, one cannot use it as a reason. So you have to find reasons as to why it is good for American competitiveness around the world.

Kirsch:* But I see in these points arguments for intrinsic motivation.

Bussiek:* But only hints in that direction. I was possibly being rude there by saying that in an American context--as far I can understand it after four years--giving intrinsic reasons for motivation does not go very far with administrators and politicians who have to foot the bill in the end, so you need business reasons such as

- What a foreign language does for your job
- What a foreign language does for your career, or what it does to regain American competitiveness.

Intrinsic or educational reasons, which do not have to be contradictory but which go beyond perhaps the focus on human development, do not go down too well with those who hold the purse strings.

Cooper: There is another model that dovetails with the idea of saving money, and that is the idea of putting a little bit of foreign language into the elementary-schoolteacher. I heard about that in Tennessee. They would bring a teacher in for a few weekends or weeks in the summer and teach a few phrases for use in the class. When I started getting involved with FLES in Georgia, a lot of elementary teachers were most interested in this--certainly more than high school teachers.

Rhodes: What is so great about that is they are already elementary trained. These teachers would need, however, to complete extensive and intensive language training to develop the skills necessary for teaching a foreign language program.

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3. WHAT IS THE ROLE OF GERMAN IN THE ELEMENTARY SCHOOL CURRICULUM?

DISCUSSION

Why Study German?

Bussiek: I will open the last topic for the day, "The Role of German in the Elementary Curriculum," and I trust that someone will come forward since instead of a presenter we have an open discussion.

Bartz: I am finding that people will always choose Spanish. There is the perception that is the most useful and needed language in this country, because we are so close to Spanish-speaking countries and there are many Spanish speakers in this country. I do not know how we can overcome the problem.

Rosenbusch: I hear teachers in Iowa telling me that their high school principals and school administrators are dropping French and German for Spanish, so that is echoing what you are saying. This concerns me very much--even though I am a Spanish teacher myself--because we would be extremely foolish to focus on one language to the exclusion of all others. We really should come out in favor of the teaching of numerous and diverse languages. Nancy made an interesting point: It seems that where German is taught there are special reasons why German is taught there. To increase the teaching of German in this country, you would be alert to those regions and find ways to foment the German teaching there. Perhaps it would be quite difficult to find a school on the border with Mexico that would be willing to teach German, but throughout the Midwest, German has a long tradition. Certainly there are many areas where the teaching of German could be encouraged.

Curtain: I think the goals of what we are trying to do are going to come through no matter which language is taught. I think we need to push for a plurality of languages, and that is the way we can gain an interest in German.

Kirsch:* There is only one reason for children to learn German, and that is because they want to. And so for children to want to, you have to make them curious about the German countries and language. To make them curious, you have to consider strategies and scenarios. That is the solution.

Cooper: Nancy, you said there were special reasons for the existence of these German programs. What were some of them?

Rhodes: Well, in Cincinnati and Milwaukee, where they have German partial immersion programs, they have strong German heritage.

Bussiek: In Georgia the reason why the principal thinks German is important may be that he has been to Germany or has studied it at the university or had no reason to dislike it or because the language supervisor of the district is half-German.

Jonen-Dittmar:* I can add some anecdotal evidence: I was talking to a hotel owner yesterday. Because of the economic importance of Germany and Japan, he suggested that learning Japanese and German was essential.

Kirsch:* But that would not be a reason why an elementary school student should learn German.

Pillot: I am now taking a course in multicultural education in which one of the assignments was to discuss our family background. Out of the 35 students in the class, I would say 30 of them shared a German background, but not one of them had studied German. My question to them was, Why didn't you take German? The answer I got was, Well, my family did not think it was appropriate to take German. Every time I have interacted with a group from Michigan, I have learned that there are preconceived notions and stereotypes left over from before I was born that are still affecting why people take one language or another. I think the reason why people feel as though they have to give a reason for why they take German is because they have to justify it somehow.

I have no problem whatsoever finding a reason to take German. The fact that President George Bush talked to German Chancellor Helmut Kohl when trying to decide how to help Russia get through the winter is significant. He did not go talk to someone from Mexico or France. I have an exchange student from Greece who said she was taking German because the European Community agreements will help Germany become the economic leader in Europe. That to her was reason enough.

I have come to understand that many values that are an integral part of American society--diligence, attention to detail, technological awareness, striving for engineering expertise--these are all values that come to the American society from Germany. Many values that have made a contribution to this society have a German background whether Americans recognize this fact or not. For me these are reasons enough why children should study German.

Rosenbusch: What connection do young children have with German in their daily lives? They have Spanish on *Sesame Street*, French on *Mister Rogers*, but there is no chance for their curiosity to be stimulated about German.

Pesola: What if some sort of mass media program akin to those shows were developed by German groups or organizations like the Goethe-Institut? Such a program would not compete, but would have similar currency, so that there would be something about German to be curious about in the general culture.

Rosenbusch: There was a program developed some years ago at Oregon State University called the *Pappenheimers*.

Bussiek, adapting the comments of Kirsch: This idea of creating curiosity is one of the reasons why Dieter and his team are preparing videos and language-learning films for children at the elementary level. They are developing a program of 26 episodes of 15 minutes each. The scripts will be discussed in the next week; production begins in the spring of 1992; screening and distribution begin in the fall of 1992. Course material will be available at the same time as the videos.

Rhodes: When you think about who the students will be in the next generation, there will be a high proportion of students whose native languages are Spanish, Vietnamese, Lao, or Khmer.

Rosenbusch: We have a task force in our community that is considering adding a foreign language program in the elementary and middle schools. We currently have Spanish, French, and German in the high school. When the task force gave a presentation to the school board, it talked about adding those languages in elementary and middle school. The school board asked about the less commonly taught languages. There is definitely a trend among school boards and administrators to add the less commonly taught languages such as Japanese, Arabic, and Russian.

Pesola: We surely are the most threatened by the interest in less commonly taught languages, because we are the ones who will be "bumped." They will not "bump" Spanish, although they may diminish it. So we need to be aggressive. . . .

Bussiek: . . . or make clear that we are less commonly taught! In numbers we are not too far away.

Pesola: I think it is important to look at what we have been trying to do with the *Kinder Lernen Deutsch* project--that is, providing one of the things people would care about: materials. We just have to keep doing what we are doing.

Bussiek: My feeling all along has been that we will never have German as the number one foreign language in this country. I advocate finding niches and really developing programs there, because as the old saying goes, "Nothing breeds success like success." If there is a nucleus German program somewhere, then we have a good chance that there are three or four other German programs mushrooming around that area. In German there is the saying, *Klein aber fein*, small but excellent. I think that German teachers in this country have to learn to live with small success. That is the role that German can and should play. The *Kinder Lernen Deutsch* team has to try to find these niches and identify model programs. We want Johnny to come home from his program and say how much he loved German this morning. That is one way we can work to have our share of the foreign language teaching in this country.

Pesola: There also is something to what Nancy pointed out, that there really are so few exemplary FLES programs in this country. We have Ferndale, Michigan, and one of the great things is its strong German program. Maybe we need to think about ways to first encourage, then nurture the German FLES programs that are beginning, or are already in existence, so they can be highlighted.

Bussiek: I have tried at every conference I have been going to, to find a school that has a K through 12 foreign language program. So far, I have not found one.

Rosenbusch: There have to be publications coming out of Ferndale; it is a model for the country. When you are involved in the teaching and the administration of a program, it is impossible to find time to write, but that has to come about because we need the information desperately. The example of Ferndale is just so exciting to hear about.

Pillot: People always want to attend our workshops in Ferndale or visit the classrooms. Many do not come because either their district will not pay the travel costs or we cannot accommodate so many people at the same time. We have talked about putting on a workshop at a hotel, but that becomes a money problem.

Rosenbusch: Another important point is if you do not have well-prepared teachers, it does not matter how high the level of interest in the language is. You want to be preparing superb German teachers. From what I see in the research, time abroad is a key factor in developing fluency. I think you absolutely need to nurture the young German teachers and "renovate" the teachers in the field by allowing them that possibility in some way.

Curtain: We started the *Kinder Lernen Deutsch* project with a dream of putting together some kind of a German curriculum for the elementary school. Of course, we narrowed that dream down to what we could do with the available funds on a short-term basis. The *Loseblattsammlung* was one of the products that came out of our short-term goals. I think we need to keep the dream of a German curriculum for the elementary school alive and not lose sight of it. We still need to provide teachers with materials that will help them with integration. We need to have some materials ready that German teachers can go to when they say: I am going to teach the solar system--what can I use? German teachers have an even greater burden in finding content-related materials than Spanish or French teachers, who can turn to the bilingual education department or to French immersion programs in Canada for language-specific content materials.

Promoting Language Learning

Met: It really does not matter which foreign language you start in elementary school. The purposes of learning a foreign language can be achieved with any language. Certainly no one can predict for today's kindergardeners what the language demands of their adult life will be. Anyone who went to elementary school when we did would have laughed over the notion that Japanese would be a major world language in the 1980s and 1990s. No one can foresee the future. When communities begin to make their decisions, often what will happen is a survey will be sent out asking parents what languages they would like their children to learn. Getting community input is very important. But along with getting community input is the responsibility of informing people so they can make informed choices rather than random choices. I think people too often just check off whatever happens to be there. What are some of the ways we can promote the notion that language learning is beneficial, regardless of which language?

Pesola: We should add to that Helena's notion of diversity, that there should be a variety of languages. A new immersion program in Minnesota just started this fall. Foreign language educators were begging the school district, Please do not start Spanish! There is already so much pressure for qualified teachers for Spanish immersion programs. There is no way this area can support yet another Spanish immersion program--please choose French or German. It was a difficult message to get them to accept, but they did choose French.

Met: I think Carol Ann raises an important point. One place where outside support can be beneficial is in ensuring the supply of qualified teachers. I think several people here are familiar with the program the Belgian government sponsored several years ago to provide French language teachers to programs in the United States. Local program participation ranged from paying them as regular classroom teachers to having their salaries paid by outside agencies. With a program similar to that, people would not have to worry about where to find a teacher. Teacher availability has to be an important consideration in starting a program, especially for a long-term program. If you decide to start Japanese in a small community, what do you do if you only have one Japanese teacher and she or he moves? Your program falls apart. I think the Goethe-Institut or other players in this game could potentially help as organizations to meet the instructional needs of schools.

Pesola: German may be uniquely positioned, because we already have an established connection with state Departments of Education with our *Fachberater* (educational consultants). Not that this solves all the world's problems, but when I think of what the licensing problems are for immersion teachers who are foreign nationals, it just boggles the mind.

Met: If you bring people into this country under exchange teacher provisions, there is more flexibility, so that is a good way to implement this kind of exchange. Even if it is a one-way exchange, such as a visiting teacher program, it is more easily achieved at the state level than in individual school districts. There are both visa and work permit considerations in establishing exchanges.

Bussiek: I understand that is being debated in Europe. How would you react to my suggestion, that instead of having one language parallel to the rest of the curriculum from K through 12, one would advocate learning two languages in that time?

Rosenbusch: Lynn Haire (Ferndale, Michigan) has said that there need to be points in the program where students have the possibility of continuing the language, switching languages, or adding a second language. If I want my child to learn Japanese and the school to which my child is assigned offers Spanish, I would be a lot happier if at seventh or ninth grade my child could switch languages. The students who really enjoy languages could at that time add a second language. We must keep in mind that if you do not have many years of study of one language, you will not get to the point where you can use it effectively. So I think you do not want to short-change students that have a continuing interest in a language.

Curtain: Because language competence has not been a priority in this country, it is probably difficult for us to react to the idea of learning two languages. A vision that is there--a vision I would like to have for everyone in this country--is that everyone learns a second language, becomes bilingual to some extent, then adds another language onto that. This is certainly a vision that Europeans have. Why can't we share that vision?

Jonen-Dittmar:* I think that the experience in Europe shows why it is easy to start with a foreign language in the elementary school--the child has already experienced the mother tongue and has all the skills to learn another language. If the child has had enough time to learn the second language at the elementary school, he or she can easily learn a third language.

My daughter is an example. She learned Indonesian at age five, because we lived in Indonesia. And although she has had only one year of English, she went alone to buy jeans only one day after we arrived here. She has learned how to learn. This is an experience you cannot convey as a vision. When American children have experienced intensive language learning, we will hear: Aha! It is that easy to learn another language!

Curtain: In our immersion schools, the parents wanted the children to learn a third language after they left the elementary school. We finally managed to provide it in our middle schools. But we made the mistake of putting the students from the immersion program in with beginners, who had never had any language experience. The immersion students learned twice as fast as the beginners, because the immersion students knew how to learn another language. We now have separate beginning level classes for the immersion students. They continue their immersion language, then pick up the third language in a traditional foreign language class.

4. HOW CAN CONTENT, CULTURE, AND SKILL BUILDING BE COMBINED IN FOREIGN LANGUAGE LEARNING?

IN SEARCH OF A FRAMEWORK FOR CURRICULUM DEVELOPMENT

Carol Ann Pesola

The focus of my doctoral dissertation is on the competing priorities that exist when we talk about content-based language education. I decided to pull together the ideas and issues I was encountering, to try to make some sense of them and to provide a path through these competing priorities. After much input, my effort is very near completion.

It seems to me from readings and discussion that the starting point for curriculum planning should be the developmental characteristics of the learner. This became a significant part of the playing field for the model I have developed. As I worked with the model, it also seemed very clear that the characteristics of both the learner and the teacher should work together to form the real playing field. That is why you see in the outer rim of this model that everything is constrained by, and is interactive with, both the characteristics of the learner and the characteristics of the teacher, which include the developmental level, learning style, and the experiential background--in terms of linguistic experiences and life experiences (Appendix J). This model is integrative, and interactive, but probably not innovative, since it attempts to look at some things that have been going on for a long time.

The Thematic Center and Outcomes

In this model, just as Connie discussed, the core decision is the development of a thematic center. That is the starting point and the central focus of planning for elementary school languages. The next step is to determine outcomes. Based on the decision of the thematic center, we look at three kinds of outcomes:

1. *Functional language outcomes*
   - What language do children need or might children profitably be able to develop through the use of this thematic center? (These are not necessarily grammatical outcomes.)
2. *Subject content outcomes*
   - What elements from the general content curriculum are most logically and promisingly integrated within this thematic center?
3. *Culture outcomes*
   - What elements of the target culture seem to be the most appropriate components of this particular thematic center?

The circles representing these three categories are linked--similiar to a Venn Diagram--to indicate that they are not separated by discrete boundaries, but rather that there is significant overlapping. In fact, in the areas of overlap, there are sometimes points of tension. For example, there is tension between subject content outcomes and functional language outcomes when we create great activities that unfortunately require no language at all. We suddenly realize, Wait a minute. We are missing something here. There is no point of doing this activity even though it is a very nice activity, because it does not further our language outcomes. Or we may get ideas about activities we would like to include from the content curriculum and then come up against the fact that the student language skills are not well enough developed to complete the activities successfully in the target language. This problem often occurs in social studies in fourth or fifth grade, where a great deal of language is needed in order to achieve many of the social studies outcomes. In both types of situations, there is a point of tension.

Tension also exists where subject content outcomes and culture outcomes overlap. A group of planners can get going with the subject content, suddenly come to the end of a planning session, and realize, Whoa! There is no culture in this plan at all. The example of this that Helena and I talk about is a solar system unit. You really have to work at building in culture--particularly German culture--into this unit. But when you are committed to having all three elements as the basis of the curriculum, you do work harder to find the cultural component.

You can also raise the issue that culture is content, and many discussions have been held on this issue. Culture is a kind of content on the one hand, yet this model argues that it is also important to think of culture separately from content, at least for some purposes, in order to be sure to include the specific language- and culture-related elements that might otherwise be overlooked. The relationship between language and culture can also be questioned. Of course, they are quite closely related. Yet I think it has often been the case--particularly with immersion programs--that we have made the assumption that because we are teaching language we are automatically teaching culture too. This can mean that we *assume* culture but do not really teach it, and cultural goals are not met. In the planning process, this model is intended to encourage thinking of the three goals as at least partially separate, even though they are very closely interrelated.

The thematic center guides the whole planning process, and the three areas--culture, functional language, and subject content--are the key decisions that need to be made in developing the units. The other decisions follow these.

Other Decisions

- What activities will reflect the language, culture, and content of the thematic center?
- How will outcomes be evaluated?
- What classroom setting will be chosen?
- What vocabulary will be necessary, and what will be suggested by this thematic center?
- What grammatical structures will be necessary for the communication suggested by this theme?
- What materials will be needed?

All of the categories in this circle will influence the earlier decisions. Perhaps a teacher cannot do as much with a particular cultural unit as previously thought because it requires too many materials, a larger vocabulary, or a different classroom setting. The model is interactive in this way, just as every decision is also influenced by the teacher and learner characteristics. These six additional areas of decision follow and influence, but do not lead, the process of curriculum development.

This is essentially the decision-making model that I have developed. It is intended to reflect the kinds of decisions one might make at a program or a unit level and to model a process that might also be used in day-by-day lessons, although that is not its primary intent.

Sources of Outcomes

Where do these outcomes come from? The outcomes themselves are chosen independently and are not generated within the model. For example, the functional language outcomes come from inventories of functions and notions, such as those provided us by Baldegger's *Kontaktschwelle*. I have located a particularly useful source of functions for the elementary school, the Australian Language Levels, which were prepared by the Curriculum Development Centre for the junior primary levels. When working through the curriculum design process in Wilmette, Illinois, we found that working from a list of functions really seems to be helpful. As for the subject content outcomes, I think that is where we go to the curriculum of the school district or to the state curriculum to look at the outcomes for the given grade level, or for the preceding grade level, as a source from which to choose as we develop the theme.

With culture it is a little harder, because there is no inventory to draw from. In my article "Culture in the Elementary School Foreign Language Classroom," I suggest that one way of thinking about cultural components is to look at cultural symbols, practices, and products. It is very hard to recommend particular cultural elements in a general plan, because with each

- language
- teacher's background
- individual situation

the culture that can be addressed is going to be quite different. Here again is where teacher characteristics are going to come in rather markedly.

The first step in implementing this model is to establish the theme. The next is to brainstorm possibilities for content and activities, and then begin to organize language functions, subject content, and culture. At the next level of decisions are the decisions about vocabulary and grammar, the selection of activities, and how the planning of the activities will be carried out. The curriculum, then, becomes a series of such thematic units. We had four thematic units at Wilmette, of which some teachers only taught two because of the quantity of material in the unit. One of the assumptions of this model is that the units do not have to be sequential. But there does have to be reinforcement of what went on before and anticipation of what is to come. That is how the units are linked. *Pesola distributes a written description of the framework* (Appendix K). Considerable feedback from a number of people in this room and others has made me reasonably confident that this framework takes into account much of what is going on in elementary school foreign languages and that it can be a practical way of approaching the task of how to pull all these elements together.

To summarize, I would say:

- The thematic center drives the curriculum
- The model gives approximately equal weight to:
  - the language functions of the curriculum
  - the cultural components of the curriculum
  - the subject-content connections that we make within the curriculum

The other decisions are important and interactive with these three major components, but they do not drive the curriculum. That is the hidden innovation, if you will. Neither the grammar nor the vocabulary is driving the decision making; those are being driven by the idea that there is something worth talking about because it is of interest to both the student and the teacher. Finally, the students and the teacher really make the difference; everything has to be planned and developed in light of these questions:

- What is the student interest and background?
- What is the teacher interest and background?
- How do they interact?

QUESTIONS AND DISCUSSION

Bussiek: I think the question is,

- How can content, culture, and skill-building be combined in foreign language?

Cooper: We have tried to determine which topics we would select for the curriculum. There are several ways to go about topic selection. One is to take foreign language textbooks and try to list the topics included; these would be the traditional topics. Another way is the content-based approach--find out from elementary school curriculum guides what topics are taught. We also discussed functional language and how it would fit into the scheme. Basically, in our project we stayed with that area for quite a while and tried to bring in the content-based approach to help determine what the curriculum should be. It is hard to use content as the driving force for determining the curriculum.

Curtain: Trying to identify where to start is difficult, because you can start anywhere. How, then, can you help people develop a curriculum? If it is difficult for us as we are discussing it here, it will certainly be difficult for the schools and teachers trying to start programs. There is an urgent need for K through 12 model programs that are organized to demonstrate the integration of language, content, and culture.

Pesola: One of the things that I think is helpful--that Connie provided for us--is an idea that is already going on in the elementary school: thematic teaching. We have a model there in a sense, except for the cultural component. The cultural component is that piece that is distinctively the foreign language. In the Whole Language approach--or the integrated approach at the elementary school level--all the language functions in the first language and the activities of listening, speaking, reading, and writing are integrated with the content curriculum. Translating the functional language to the foreign language, we can simply piggyback onto that model and add one additional component--culture.

It was relatively easy to develop the curriculum when we had the grammatical syllabus, because we knew what we had to teach first: the present tense, of course. And then we went on from there. I think many of our teachers are looking for "The Way" to teach and what to teach. I think for many of them making the change to thematic instruction will be threatening, scary, and very difficult.

Rosenbusch: But foreign language teachers can pair up with elementary schoolteachers for help in developing Whole Language or thematic instruction. I think that the difficult part of curriculum development is defining the functional language outcomes. If you are starting a new program, how do you determine what your functional language outcomes will be? It would be helpful to have models such as Ferndale's.

Curtain: But the Ferndale model is still working toward integration with the curriculum content.

Rosenbusch: Right. But if I were given the functional language outcomes, I would have no problem with the themes, because I am comfortable with that.

Bartz: If you were to sit down and develop a K through 12 curriculum, would you start with outcomes or with themes? Where do you start? Is it better to do the outcomes after you determine the content or the themes?

Rosenbusch: Pat, you were saying that you had found a theme for this year. Then again, you already have a curriculum in which the functional language is determined.

Pillot: That is right. In our district, the sources of outcomes are identified for us already. The publication that we have lists the language functions; culture; and the outcomes for the content areas, although that is not something we have emphasized thus far. Carol Ann suggested that defining the outcomes was the first task.

Pesola: It might be interesting to mention that in my initial version of this model, the outcomes were a third-level decision. I had placed outcomes and evaluation together. When I thought about how the process really works, I realized that the outcomes are not part of this framework; they are preliminary to it. This framework does not claim to generate the outcomes or to show you how to generate outcomes; rather, it shows how to choose from available outcomes. I do not feel capable of coming up with the outcomes; I do not feel that is my area of expertise. I think that has already been done.

Rosenbusch: I do not think that outcomes have already been determined. I think that a major contribution to the field could be made if those schools that have defined outcomes were to publish them. How does a new program define its outcomes? It will fall back on grammar outcomes or adapt them from some preexisting material, whether those outcomes are appropriate to their situation or not.

Curtain: I agree. I think we cannot just give people a model and say, Do this. We have to show them how.

Pesola: What I am saying is that sources for functional language outcomes are available.

Rosenbusch: Someone will have to make the decision about outcomes for the school district, and on what basis will it be made? In other words, these learners--will they be in contact with native-speakers, or travelling soon, or are there language groups within the community? And if not, what are we preparing them for? How do we determine their language needs? There may be no "real" needs; they are artificial. So you can determine whatever outcomes you want.

Pesola: It seems to me we can go back to what makes sense in terms of the world in which these children live. What makes sense is the language they need in order to deal with their own immediate environment--which has to do with what they are learning in the rest of the curriculum, how they live in the classroom, and the interactive needs they have in terms of dealing with the general habits of living in the target language. Then, expand that by adding the literature component and some of the cultural components of the target language that may be of use. Culture is one extra thing that goes beyond the immediate classroom use. What is important for the first graders is how to deal with their immediate environment.

Curtain: Classroom teachers faced with the realities of day to day preparation and planning certainly take a theme and implement it, and do a marvelous job of meeting the interests of students. Where they need help is in the area of a K through 12 framework. Dieter mentioned yesterday finding the point where the children are interested. There are hundreds of those points. Finding the points is not so difficult, but fitting these points into a developmental framework from a K through 12 perspective is where the difficulty lies.

Bartz: That is what I mentioned in discussion. I get calls from principals who say, If they start in the fourth grade, what will happen when they get to high school? How should we alter the existing program? I do not really have the answers to that question either, but I think we need to look at that issue and identify some models. There is no definite answer to any of this, but at least it would be helpful if we had some alternatives, some models, something we can hypothesize might work.

Rosenbusch: Is there one best way? *There are several negative responses.* What we need to do, then, is discuss what factors need to be considered.

Generating Long-term Outcomes

Met: It seems that there are a number of ways to generate those long-term outcomes, some of which we have already discussed. I think one of them is to look at the tradition of, What is most frequently done at the secondary school in your school system? and try to gear what you do in the elementary school to articulate with that in some way. And I am not trying here to argue the pros and cons of each, but just lay out what some options may be. And I think Marcia's question is a good one--namely, Which of those options should we take?

Another one that has a lot of merit--as well as being fraught with its set of difficulties--is to start from the interests of the child as Dieter and Carol Ann were saying. In that respect, the thematic center can exist independently of a preexisting set of outcomes in the sense that you start from, What is it the children are really captured with and engaged with? If you planned four thematic centers per year over a three-year period, let us say for grades four, five, and six, at the end of developing these 12 thematic centers, one could a posteriori say, Here's what students are enabled to do as a result of this. I think it would behoove us to go back to these options and see where they lead us in terms of their implications for long-term learning and for the spiraling effect.

Curtain: . . . But wouldn't it also a priori hold that, I have four years, and this is the language framework I want to teach? . . .

Met: . . . Absolutely. And I think what I am trying to say is that there are many places from which to begin:

- One is to begin with your own set of outcomes determined a priori.
- A second one is to go with your secondary curriculum.
- A third one is to go a posteriori and say, When you do these thematic centers, here is where you end up.

These are three options, each one with its own set of advantages and disadvantages. If we look at these three, and any others that we can generate, then I think we might have a better handle on what makes the most sense for us--maybe not in the year 2000, but where we are today and the direction we need to go in the next decade. How do we go from the do-your-own-thing kind of FLES curriculum to something we can point to and say, If a student follows this kind of curriculum for *X* years, here is what a reasonable expectation is. And I do not think we have ever been able to pin that down. Part of it, of course, is the lack of consistency of time on task. When you deal with so many students, you only have so many minutes.

The other part is that we never really had a curriculum to point to and be able to say what reasonable outcomes might be. When we were working in Arizona, we started with a set of assumptions--you had foreign language for five times a week for 30 minutes for two years, etc. With those assumptions, we said, Here is what you may be able to do at the end of two years. But even that--given all of our combined years of experience--was really hard, because none of us really knows.

Pesola: And I think one of the things getting lost in that mix, and one of the things I get nervous about when we start talking about the secondary school goals, is that we have an opportunity at the elementary school for doing different things: language development things that are not described so much by grammatical structures the students can master and lists of vocabulary students can respond to. In elementary school, students can read much more in functional terms and can also build up a body of language in a way that is similar to what children do in the first language before they arrive at school. And certainly children who arrive at school at age five come with a host of different kinds of language experiences--experiences that are in whole different vocabulary areas and that vary in the relationship of the written and the spoken word. And yet, somehow we bring all the children together as they develop literacy. What I want to suggest is that we need to make a case particularly for primary school language as being very different from the secondary level--that is, not necessarily sequential, but much more experiential; developmentally based, and not grammatically describable.

Met: What you are doing is pointing out the disadvantages of one of those three options and arguing in favor of the advantages of generating your own set of outcomes, which do not necessarily have to be tied to a secondary curriculum. You are saying that you would start a priori of intended outcomes, but you would not necessarily contend that these fit with the secondary curriculum in such and such a way.

Bartz: I think that when you look at grades four, five, and six, you can be talking about another kind of learner already. While there may be some similarities with the lower grades, by the time you get to sixth grade, at least, there are differences. In the real world, there are many schools that want to opt for a beginning entrance point in the fourth grade. It seems that is where the division comes. Perhaps we can make that distinction, that it is a different kind of thing in the primary level versus the intermediate, and you get a different kind of experience there.

Bussiek: But isn't that due to the fact that we are latecomers with our subject? You do not have that same argument in all the other subjects at elementary school. They build onto each other from the bottom up. The situation we probably have to bear with--maybe for a number of years--is that we have to start from the bottom and work up and start from the top and work down.

Let me just make one further point. If you need an outcome, my argument would be that foreign language teaching has to be an integral part of elementary and high school teaching in order to teach students that there is a world beyond themselves. If this outcome is accepted, people in the schools will ask, Well, why can't social studies do that? And then we have to make the case that foreign language has the advantage that, when properly taught, it gives you the experience of what is different. And you can then accept differences more readily. That for me is enough of an outcome. If everyone accepted that as the outcome of foreign language programs, then I think we would be a step ahead.

Rosenbusch: I think a major problem, not just in determining which outcomes, is that we do not know how to measure outcomes. Even if we determine outcomes that we are satisfied with in the classroom, to measure them is extremely difficult. We do not know how to measure outcomes very well.

Pesola: That is another thing they are struggling with in Whole Language. It is a parallel issue. We really need more dialogue with people in English and language arts who are struggling with these issues, because the issues are so similar. It is a grammar versus holistic issue, a how-do-you-measure-it issue. I do not mean to oversimplify the complexity of our particular situation, but I think there are some parallels.

Rosenbusch: And the same thing with culture. How do we measure cultural outcomes? How do we measure attitudes?

Curtain: Well, if we go back to how we can help teachers with curriculum development, what are we going to tell them?

Pillot: One of the difficulties is that the kinds of outcomes we are talking about are not the traditional ones. One of the complaints of high school and college teachers is that students take *X* years of language and then cannot say a word. So it seems that one of the advantages of elementary school programs is that students can learn how to speak and say things and learn how to understand spoken language. Those are the two areas of our specialization. And I have never seen those as being contrary. To me it makes a lot of sense to teach the children how to speak and listen when they are at the age most able to do that. Let them learn about grammar, structure, and so on, when they are old enough to study that, at a high school level. If they learn how to speak and listen by the time of sixth or eighth grade, then we can focus more on the kind of things they need to know about the structure of the language by the time they begin the first year of university. We can fill in the structural gaps, the linguistic gaps, and all the other skills they need by that level. So I do not see these as opposing; yet for some reason, everyone I talk to seems to. They do not see that these outcomes complement each other. It is very difficult to teach high school students how to speak. Their accent is different; their fluency is different. To me a real viable outcome to expect from young children up until eighth grade is that in this kind of program they can learn how to say some of the things mentioned here.

Model Programs and Measuring Outcomes

Curtain: Perhaps that is what we need to do, describe what a group of primary or intermediate students can do.

Rosenbusch: The outcomes would be different if I have 10 minutes twice every week and you have one half hour every day.

Pillot: Can we put outcomes on a continuum and say that if you meet every day for one hour, then you will end up at this point on the continuum?

Curtain: I view a program with 30 minutes of instruction per day for five days a week as a sort of yardstick.

Rosenbusch: I think we would be much better off to look at a model like Ferndale's, since they have their language functions determined. If Ferndale would be willing to work with us, we could review what they are doing, see how it is functioning, and make suggestions based on our experience and on the research. At the same time we should try to identify other models. We could find another site where the foreign language program begins in fourth grade.

Pillot: From the conversations we have had in Michigan with teachers from FLES programs--when we were trying to develop our curriculum outcomes for the state--I would say that there are some commonalities across programs. When teachers get together and talk about what their students can do when they get into German I at the end of so many lessons in elementary school, there are some things that most of the students can do. The outcomes we identified for our program had to be watered down so they fit some of the other kinds of programs that do not meet every day. Ferndale probably has more outcomes than the other programs.

Rosenbusch: Methodology will make a great difference. If I adopt Ferndale's model but I use a different teaching methodology, I will have different outcomes from Ferndale. So it seems to me that if several models were identified, and if each were given the best of what we know from research and experience in terms of methodology, and if the teachers were able to adapt this information to their classrooms, we would have an excellent opportunity to study real outcomes from real programs.

Pillot: There are two problems we ran into. I can tell you what most of my students can do, based on my observations. So can other teachers in our program. But what we do not have is a testing instrument. We get to oral proficiency, and all of the assessment instruments are geared for high school students. We have talked about this before. How do we go about testing the oral proficiency of young children? The other problem is that even if we know how we are supposed to test, who has been trained to test in that way? We certainly do not have time to explore assessment; we are in the classroom. How do we actually assess students in a way that is practical, that does not take too many hours, and does not cost so much that it really is unrealistic for anyone to use?

Met: It might be a very beneficial exercise to do what Marcia is suggesting. But even if we were to do that, all we could say at the end of it is, Given one approach, for example Ferndale's, here are some of the consequences of having made *their* set of decisions--because their set of decisions is based on the fact that their secondary program is designed to coordinate with the incoming students. I think that we still have to be clear about what other kinds of decisions one might make and what some of the consequences of those kinds of decisions might be. Here are the consequences of these kinds of decisions in the long run: If you choose to do *B* instead of *A*, here is where this will leave you in terms of other decisions and other tasks you will have to perform later on.

I really do think we also need to come back to distinguishing between outcomes and inventories of functions and notions. An inventory does not tell you with any precision what a student is able to do. A student who is asked, Do you like ice cream? and replies, Yes, has expressed an opinion. The response of, Vanilla, to, Do you want the chocolate or vanilla? indicates a preference. And what about the student who says, You know, vanilla has always been my favorite flavor, because ever since. . . . That is also expressing a preference.

Inventories are not outcomes. They are only beginning steps. In a recursive or spiral curriculum, what you want to do is see how far we stretch students' ability to express these functions in terms of the linguistic resources that they have available to them. A student who only knows one way to express a preference is not as flexible a communicator, nor as sophisticated and diverse a communicator, as a student who knows five ways and knows how to adjust communication to the relationship.

When we started writing our secondary curriculum, we ran into a lot of problems trying to discriminate what students could do in the third year as compared with the first year. It all sounded the same. It was hard to put in one outcome statement how a Level Three student expresses preferences differently from a Level One student. An important part of curriculum development is to show where the growth takes place. Because that, in turn, (using Carol Ann's model) determines the selection of vocabulary, grammar, and functions that you are going to focus on in your thematic unit. It is not just what fits in the theme, but how do that theme and those language functions and vocabulary and grammar stretch your student to the next point? That is really what curriculum development has to be: a plan for growth.

Pillot: Last year at the end of the year we tested our tenth graders who had gone through 10 years of FLES. We had a very difficult time finding a testing instrument. What we chose was the Colorado Proficiency Sample Project. The tester described exactly that difficulty you mentioned. Where the test asked what the student can do, the results had to be quantified by how many sentences, how long, how many verb forms, and so on. That test is not perfect, but it is a start. We do not have the results of our students' performance yet. The test had other components too, because our program has been geared to speaking, listening, reading, and writing, and we wanted to know how the students did on all four skills. This was the only test we could find that included all four skills. We chose to test them at this point because of the lack of an instrument for younger children and the lack of data to compare the results with. But the idea of the oral proficiency interview-type format seems to agree with the research.

Articulation with the University

Rosenbusch: The lack of appropriate assessment instruments is definitely a problem. But another important problem is articulating the elementary program with the secondary school program and the secondary program with the university. I do not think you ever want to drive your elementary and your secondary program by what happens at the university. The university level is traditionally the furthest behind in methodology. Revolution in education starts at the early levels. I think we need to quantify, explain, and publish what we are teaching in the elementary schools. When secondary teachers begin to see the kinds of things these students are able to do, they will take note and adapt the secondary curriculum accordingly. The revolution is happening. But we have to have the data to demonstrate with clarity that it is happening.

Met: Just as some people look at a glass and see it as half-full and others see it as half-empty, the traditionalists, wherever they may be, will not see the students in terms of what they can do, which is the glass half-full, but see the glass as half-empty by talking about what the students cannot do. Every one of us has heard the, I cannot believe you have had six years of French and you still cannot conjugate the verb *avoir* in the *passé composé*! I think that many people will see what the students can do--but I am more concerned about those who would see the glass as half-empty.

Rosenbusch: That is a good point. From what I understand of the first immersion programs, it was an error not to include the teaching of the language's functions and structures. Students do need to be developing an appreciation for that aspect of the language. But I do not want us to change all of the other wonderful things we do with language to try to satisfy those who value above all else, knowledge of the structure of language.

Cooper: In that regard I agree that you do not want the university to determine what you do or to have an undue amount of influence on you. But when you talk about this question of articulation, you cannot really ignore what universities expect students to have learned. Because if students have had three or four years of high school foreign language, then in order to get credit or be placed in the correct class, they have to take placement tests at universities. Placement tests tend to be pretty traditional tests involving a thorough knowledge of grammar and vocabulary. About 80 to 90 percent of these tests are old-fashioned discrete grammar tests. That is where a real problem with articulation exists. The student feels that, Well, I'll just forget German and start over with French or Spanish. If students do not place well, it is as good as writing off what they did in high school. Or if they have had three years of German and only can place in the second quarter of German, the parents might wonder what is going on with the high school program, even though the high school program might have taught the person to speak and to communicate. Students have to know enough vocabulary to do well on the placement tests. You cannot totally ignore placement tests.

Rosenbusch: We are not working in a vacuum, though. Others have really paved the way with the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines. Outcomes have been determined for older students, and at least there is communication in the profession about assessment. Also, the focus on communication is permeating more and more levels of instruction.

Bartz: I still hear the complaints from the high school teachers that placement tests are really highly grammar-oriented. I think that is still going on quite a bit, and it is causing some real concern.

Rosenbusch: But there are universities that are changing. And I would never totally shape what I do in elementary school by what I think the university will be like in 10 or 12 years.

Bartz: Yet it is frustrating for high school teachers when they find that their students are not placing very far up the ladder because they have been emphasizing the communicative aspect, and their university does not.

Bussiek: In Michigan last year where I did a workshop, there were high school and college instructors together. The high school teachers--to my astonishment--asked the university professors, Where do you want our students to be? And the professors said, What a question! Why don't you turn that around and say, Here, this is what we will deliver, and you can either take it or leave it.

Rosenbusch: Ironically, college professors have no training in education; you cannot ask them to define your curriculum content. Their training is in literature. The only people in the university foreign language departments who have any training in education are the methods instructors, and they are the lowest people on the totem pole. They do not define the university curriculum.

Other Considerations

Pesola: There are some things that may change all of that over time. For example, Minnesota is moving towards foreign language content-based education programs. That will knock all the traditional ways of looking at high school performance out the window. Something is happening in the wider educational community that is going to provide a window of opportunity for us, I suspect, to make some real changes. I also think what we are in a position of offering to the high schools the possibility of students developing a level of language that was never possible before. They cannot value it because they do not even know what it is. There is a real obligation on our part to describe it as carefully as possible, which is why a descriptive evaluation is so important. What we are saying is that these students are learning language that they would not have learned otherwise. We are going to have to help the people in levels above understand what to do with that.

Pillot: The example running through my head is from my husband's school, where they started an exploratory program. Students who have gone through it are now entering high school. His expectation was that they would be able to speak, especially since they started younger. His criticism of the program so far is that the students did not come in with the ability to speak the way he thought they were going to. They were doing a lot of activities that were really good but which did not have language outcomes. If the students had walked in with the language outcomes, then the school would be sold on the program. Students may have changes in their attitudes from the program, but what the school is looking for is the ability to speak.

Met: Something you just said is so critical, and I hope that we will not lose sight of it. We have to be very clear about what the outcomes are. It is not only stating them a posteriori, but working toward them. Unless teachers are very clear about how the vocabulary fits in the broader frame of using it for some kind of communicative purpose, the task becomes vocabulary identification, and the students cannot really use it any way that makes them flexible as communicators. Yet the curriculum states clearly enough to the user, Here is what your students should be able to do by the end of the year. It is a goal to work toward. It is a framework from which the thematic centers and everything else associated with them become operationalized. That is why at some point you have to have a statement of intended outcomes, even if they end up being written three years after you have been piloting your program.

We have been doing that in our immersion program. Now that we have had immersion all these years, we are going back to describe what we think the typical third grader should be able to do with oral and written language by the end of the year. What we are hoping is that teachers will not look at this and say, Oh, I have to teach such and such this year, and go back to isolated grammar instruction. But it does give people a framework for planning language instruction as systematically as they plan for content instruction. Because for immersion teachers, content drives language. For the FLES teacher there should also be some kind of a goal to work towards so that you know whether you are moving towards something rather than treading water and just learning endless vocabulary lists.

Similarly, I agree with Helena that somewhere, sometime, someone has to identify some models, and soon. As Marcia says, some of them may already be out there. Ferndale is one. But there is a danger in identifying only one model, because that becomes "The Model." I think it would be helpful to look at some options for designing those long-term outcomes, and begin by saying, If we do it this way, what does it mean for us later on? or, What are the implications for classroom instruction even now? If you start a priori with your list of intended outcomes, what is that going to mean for the parameters you might put on a thematic center? It may mean that some things you think are wonderful you are not going to do. On the other hand, if this is the "dinosaur" model, then there might be some value in doing it--afterwards. But I really think we need to go back at some point--it does not need to be now or today--to look at, What happens if you start here? What happens afterwards? What are the consequences for you?

Curtain: Let us go back to that dinosaur example. Even if you decide to teach dinosaurs because the students love dinosaurs, you can plan the language outcomes beforehand.

Met: There might be something the students adore, but you will decide there is so little in there to exploit that it is not worthwhile to try to build something around it.

Pesola: Because there are lots of other things I can choose instead.

Met: And yet, when you start a priori with the outcomes, that is one of the implications, as opposed to starting from student interest and letting natural language flow from it, which is an equally valid approach. It is all valid--you just have to think through what is going to happen when you start from there.

Rosenbusch: I wonder if perhaps thinking skills should be the outcome that is emphasized rather than the theme or the language function or culture. We have not really discussed thinking skills here at all.

Curtain: I believe that thinking skills is something we need to teach . . .

Rosenbusch: . . . But if I know nothing about thinking skills, that will shape how I work with my students, and it will shape how I design the activities, and it will shape the language I use and the students use. Also, what about cooperative learning? How does cooperative learning play into the design of the outcomes?

Pesola: The classroom setting is where the core of learning takes place. I make a decision about thinking skills in terms of the degree that I wanted to see them highlighted. They belong with the subject content, and they are a consideration on the part of the teacher.

Rosenbusch: With the holistic approach you look at thinking or processing skills, and everything is organized around them, rather than around other things.

Bussiek: I do not know how aware you are of the graded-objectives movement and letters-of-achievement movement in Britain, which has been taken from the functional-notional syllabus. They have taken the approach of mastery learning in the sense that you only go on to a new task once the majority of your students completes a task. It also includes self-assessment. For example, after the next unit, I can now. . . . Or at the end of the unit or six months or a year, your students will be able to do *X*, *Y*, and *Z* in the foreign language. I find my teachers in Georgia really like this, because it gives them something tangible they can check off. And students can check it off themselves, and say to the teacher, Hey, I can do this.

Curtain: Carol Ann's framework is an excellent theoretical overview of curriculum in elementary school foreign language programs. What do we need to add to this framework to make it practical and useful in a classroom? We could look at differences in the primary and intermediate grade levels. Kindergarten and first grade could be one point, and third and fourth grades another. Do we have consensus on that?

Rosenbusch: In the discussion in our school district when we were planning a program, the group determined that third grade would be a better time to start a program--perhaps just locally--because that curriculum had a little more freedom, whereas the fourth-grade curriculum was really tight timewise. Is that true? *Others agree.*

Met: There is another consideration, too. With the middle school movement, and more and more schools going sixth-seventh-eighth at the midlevel, what does that say for a sequence that begins in third grade, versus a sequence that begins in fourth grade?

Rosenbusch: What you are saying is that we should look for programs and work with them? Wherever the program starts--third or fourth grade--whatever makes sense at that school?

Curtain: Well, for instance, Horst worked in Australia with a wonderful project where he had a curriculum development team. We need to look for the same kind of project, because we cannot do it individually. We must combine our efforts.

Pesola: I wonder if there are a couple of ways of going about it. Several efforts could be going on simultaneously. We might be able to go into a few different settings, where something is already starting. We could bring in all the resources that we could possibly bring in at the beginning. We could then describe Ferndale and say, You have something really good; let us work together to bring it to a level we all perceive to be state-of-the-art. If that is something they want to do; of course we cannot impose this on them.

Rosenbusch: It is important to bring in excellent resources. In Iowa we have had the opportunity to bring in many experts to help our teachers understand what is going on in elementary school foreign languages. Iowa teachers now teach totally differently than if they had not had that input--and most states do not have that opportunity. I would really like to see a school district identified that is just starting a program. They would receive all sorts of excellent input so that the teachers would have the best of everything in their hands.

Curtain: I am beginning to feel a bit frustrated because the needs are so great, and programs are starting every day. What will happen if we do not have some sort of curriculum or syllabus for them?

Bussiek: I think we need a constant putting-it-into-practice, then feeding it back to those writing curriculum. Because if you are just sitting down writing off the top of your head--even if you are experienced--you are going to go beyond reality. So we should ask teachers to be part of a team, to put curriculum into practice, and to say, for example, Look, you are way off base. . . . At least we would know that in one school what we are putting forward works--or does not.

Met: We have taken a different point of departure, which has used articulation as the guiding framework. We start by saying that when students complete the elementary program, they will be able to move into second year.

Curtain: I do not know how different a point of departure that is. It might be that we think it is different, but when we finish our description, we may end up at the same place.

Met: It is different from Ferndale's, which decided, Wherever they end up, we will adjust the program to meet their needs. And it may turn out to be that we will need to do the same thing. But we have started by saying that these were the parameters. Now we could not have done that had we had our traditional high school curriculum. And if the teachers were following the textbook page by page, chapter by chapter, we could not have gone in that direction. And we still may not be able to. I do not know if it is going to work.

I have been thinking about Dieter's project a lot. It seems to me that these are decisions that he has already had to make. When they go to film, it is clear they have to make some decisions about what some of the intended outcomes are. How do you decide what the content of each video lesson is going to be and how it is going to be presented?

Bussiek: I had a debate with him this morning. Dieter very much comes from the standpoint that we will do in elementary school what is necessary for those students. We do not worry about what is coming afterwards. In that sense elementary school is almost a separate entity in itself. It just spoils the foreign language experience in the elementary school, in his judgment, if you look across the fence.

Met: I would like to know how *what is necessary for young children* is defined. How do you make that decision when you are planning the content of a video?

Kirsch:* The basis for the decision is what we think the children would want and need. We think about what is of interest to an eight-year-old in the particular country and the chosen language. And finally, we think about what language the children need to be able to talk about that country, and most importantly, about themselves in German.

Met: Whether you are teaching via video or in the classroom, the same set of questions needs to be answered. There may be different constraints on your decision, but it is the same set of decisions we are grappling with today.

Kirsch:* We have chosen to use a story to tell about the country, its history, and language. We think a story is of interest to children abroad and will make them curious. Because we work with television, one of the priorities is that everything that is told be put in pictures so that children can understand the gist of the story without understanding a word of the language. If the story is good, it delivers a basic vocabulary, which should be learned and should become the active vocabulary. So we first wrote the story, then determined what important words the child would need for further communication. When we wrote the story, we found out that numbers were important to the story. In a story you also need opposites and antonyms--man/woman, old/young, etc. From these vocabulary lists, additional materials will be developed that will encourage students to use the language.

Met: Well, that is not so different, because what we were saying is that we would start from the thematic center and extract our outcomes from that.

Cooper: The interesting thing is that Dieter says they wrote the story--and they think students will be interested in it. That is sort of the same thing Trautl Bussiek does in her class. She picks out things she thinks children will be interested in, then uses that as the basic motivating factor for determining what the curriculum is. You figured out a story you thought would be interesting for children, wrote it, and whatever language you needed for the story was stressed.

Rosenbusch: Did I understand correctly that the decision on what topics or themes or stories to use came from what was of interest to children of that age in Germany?

Bussiek: Not in Germany--of children here.

Rosenbusch: What is interesting to an American first grader? How do you determine that?

Kirsch:* Through radio, newspapers, and television broadcasts, and in some selected German schools, students of that age were asked, "What do you think American students would be interested in, as far as things German are concerned?" So we have some sort of handle on what is interesting.

Pesola: I want to respond to Dieter's "problem," the idea of how to determine what is of interest. A recent article by Hoge and Allen discusses what students want or need to know about other countries in the context of global education. I think it might be a good resource for all of us.

Bartz: Coming back, then, to curriculum development issues, one can begin strictly from a thematic basis and then proceed to whatever that brings one to in terms of outcomes. We had been talking here about outcomes and then determining thematic issues from outcomes. So this is where I am a little puzzled. I think we still need to talk more about curriculum development issues.

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5. HOW CAN THE NEEDS OF ELEMENTARY SCHOOL CHILDREN BE MET?

GERMAN IN A WIDER CONTEXT: GLOBAL EDUCATION IN THE FOREIGN LANGUAGE PROGRAM

Marcia Rosenbusch

Three years ago in Iowa we began to look at global education very seriously and began to plan thematic units based on global concepts. We made this decision because the Iowa Global Education Task Force was designing a global education mandate that called for the infusion of global perspectives into all content areas and levels of instruction. Through grant funding we developed global units for French, German, and Spanish for use in children's classes that were part of a summer teacher preparation program for the teaching of foreign languages at the elementary school level. We had the good fortune to work with the chair of the Department of Elementary Education at our university, who is a former social studies teacher and who is very involved in global education. His input and the resources he shared with us helped clarify what is meant by global education and determined the direction of our efforts.

What Is Global Education?

To understand what is meant by global education, we examined the 1979 National Council for the Social Studies (NCSS) curriculum guidelines, which defined the purpose of global education: "To develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited national resources, and characterized by ethnic diversity, cultural pluralism, and increasing interdependence"(37).

NCSS defined four goal areas for global education: knowledge, abilities, valuing, and social participation. These definitions were very helpful in guiding our thinking as we explored the area of global education.

Knowledge. NCSS clarified that the knowledge that we teach in our schools in this country really reflects white middle-class values and thus is limited in scope. We need to be concerned about presenting knowledge to our students that represents all viewpoints, and we should make sure that the knowledge presented is accurate and rationally based. Popular magazines should not be our prime source of material and information; we need to research our information thoroughly, and we need to be sure that the knowledge we use represents all viewpoints, or at least a variety of them.

We have used these concepts very much in our own research for the global education units. We have gone to university libraries, to experts at universities, to appropriate agencies, and to natives from the cultures to research our topics.

Abilities. NCSS believes that it is important in global education to be developing in our students the ability to use higher-order thinking skills, a concept we have discussed here. The council defines higher-order thinking skills as the ability to

- formulate questions
- seek, analyze, and evaluate information
- develop creative solutions to problems

NCSS also states that it is important for students to:

- have the self-confidence to be risk takers
- permit themselves to have failures as problem solvers

Another type of ability needed is that of responsible social interactions, comprising the ability to

- communicate skillfully
- cope with conflict
- deal successfully with authority

We focused on higher-order thinking skills and tried very much to incorporate them into the global units we developed for children. We wanted to stimulate the children to think for themselves about the information we had gathered. Instead of "telling" them the information, we asked them to observe and to interpret the information themselves.

Valuing. NCSS points out--as we well know--that the world has many sets of values that are "rooted in experience, and legitimate in terms of that culture" (265). Students need to have opportunities to

- examine differences among value systems
- become conscious of their own value system and the history of that value system
- have a supportive atmosphere in which they can study differences in value systems and can clarify their own values

Social Participation. Social participation is perhaps the most exciting concept here, because it takes us to action--an important step. NCSS explains that responsible global citizenship implies

- researching issues thoroughly
- carefully formulating decisions
- taking action

In our planning we have tried to incorporate action. But that is a very difficult stage to move into, for this reason:

- Global education can be very controversial.

Just this past spring a guide that was developed to meet the global education mandate in Iowa was "discovered" by groups that are concerned about the mandate and the economic and moral implications of several examples of global activities included in the guide. For example, one activity in the guide is viewed as encouraging students to question whether eating meat makes sense economically and in terms of an efficient transfer of energy. That is an explosive issue in Iowa, because raising hogs and cattle represents a major part of our economy. Teachers need to be aware that topics in global education may be very controversial in certain areas of the country.

When teachers deal with a topic, they need to be very sensitive to differing viewpoints and need to help students explore the many sides to the issues. Teachers must be sure that students consider the various and differing viewpoints before students ever get to the stage of taking action. In our work with very young children who do not have the same capabilities as a high school student in terms of analyzing issues, we wanted to make available actions that would not be controversial, especially in our first forays into global education. We were able to provide opportunities for action in some quite interesting ways.

What Are the Issues in Global Education?

The best manner to add global education to the curriculum has been the subject of debate. You can develop a separate course for global education, but where do you fit it into the crowded curriculum? You can incorporate global education into existing courses, such as social studies, but you have to drop something else out of the course content. You can use the infusion model, in which global education is infused into all subject matter. That is the direction that Iowa has gone with its global mandate, and that is why we have infused global education into the elementary school foreign language classes.

Another question that has been debated is, What content is considered global education? Kniep suggests topics to be studied as part of a comprehensive global education program:

- global systems, including the economic, political, ecological, and technological systems
- human values, both those found in different cultures and universal values such as human rights
- global problems and issues, such as poverty, pollution, energy, hunger, disease, use of natural resources, human rights, the arms race
- history of contact and interdependence among peoples, cultures, and nations

Many of these topics, of course, would not be appropriate for the elementary schoolchild. After studying possible topic areas, we decided that global issues would be an appropriate focus for the global units we would develop. I have become convinced that this is indeed a very meaningful area to be involved in, no matter which age level you work with.

The question of who will teach global education has been debated in the literature. It would seem natural that social studies teachers take a leadership role in global education. Yet it is interesting to note that in a survey by Tucker in which social studies teachers were asked if they felt qualified to teach global education, 90 percent felt that global education was very important, but only 42 percent felt well prepared to teach it. Because foreign language teachers teach about other languages and cultures, they have a natural link with some aspects of global education, even though they have no preparation specific to this topic area.

It is unfortunate that there are currently few experts in global education, and few teachers are being prepared in this area. This is a whole new subject matter area that is just now being pioneered. We ourselves had no specialized preparation when we began to work on our global units, but by diligently researching the topic of global education and our specific themes, we taught ourselves.

When Should Global Education Be Taught?

The questions of when to teach global education and why teach it in elementary school are interesting topics to explore. For a number of years social studies has used an expanding horizons framework in the elementary school, in which students in the early grades begin with the study of the familiar and immediate. As they progress through the grade levels, students move to the unfamiliar and distant: they move from family, neighborhood, and community, to state, nation, and world. With this framework students would not get to the topic of "world" until the end of elementary school.

Research studies that have examined whether elementary school is an appropriate time for global education suggest that attitudes develop early in life and become more persistent with time:

1. Goodman studied racial attitudes in four-year-olds and reported that racial awareness and preferences were already evident at that age.
2. Proshansky reviewed available research and concluded that there was an increasing awareness of racial and ethnic differences reflected in language in children between the ages of four and eight. Older children had more of a tendency to accept or reject their classmates on ethnic grounds than younger children.
3. Lambert and Kleinberg found that 14-year-olds were less receptive to learning about foreign people than 10-year-olds.
4. Mitsakos researched the outcomes of an elementary school social studies program that had a strong global emphasis and concluded that such a program can significantly influence the attitudes that third grade children develop towards foreign peoples and nations.
5. Fostering interdependence in the classroom, an important concept in global education, has been examined in two research studies. Kagan and Madsen studied the effects of instructions promoting either an "I" or a "we" orientation on cooperativeness and competitiveness in seven- to nine-year-old students. They found that instructions emphasizing a "we" orientation stimulated cooperation and "I", competition. Evans cites a study of sixth graders in which a cooperative goal structure in the classroom encouraged cooperation and interdependence.

Contrary to the traditional social studies approach, these studies all suggest that the early grades are a very appropriate time to start teaching the attitudes and skills related to global education. It is a fact that even preschoolers are already aware of other cultures and languages through *Sesame Street* episodes in which Big Bird goes to Hawaii, Puerto Rico, and China. Sixth grade is just too late to start. Too much time has been lost. Attitudes are already well established.

What Content Might Be Included in a Global Unit?

We have worked now three years on developing curriculum materials for teaching global themes. One of the first issues we addressed was the issue of housing. I will use that unit as an example to help you see how we teach a global theme. It is important to note that this unit was taught in a predominantly white, middle-class community in central Iowa and that the unit was taught in a beginning Spanish class of five- to seven-year-olds.

We began by exploring the houses the children in the group lived in and found that all of them had similar conveniences: television sets, refrigerators, modern stoves, flush toilets, and running water. The houses were also quite similar in appearance: the peaked roof of the Midwest, the green lawns, and so forth. We made a graph that clarified the similarities in the children's houses.

Then we focused on Mexico, and after studying the climate and the geographical features of Acapulco, we examined housing there. We were fortunate to know a young woman, Lilia, who had grown up in Acapulco in a family that had limited economic means and who shared with us slides of her home. Before we showed those slides to the children, we asked them to predict what Lilia's house would look like, since they knew where it was located, what the climate was like, and that her family had little money. We asked the children to draw pictures of what they thought Lilia's house would look like. Then we showed the slides of her house. Afterwards we asked children to draw what the house really did look like.

The results were astounding. You could actually see the learning that had taken place. The first pictures of almost all of the children included peaked roofs and green grass, just like typical houses in their own town. Some of the older children had shown Lilia's house as a sad house, broken down and falling apart, with broken windows and doors. The second drawings showed a more accurate picture of Lilia's house--the ocean was included, and there was sand instead of grass in the yard. The fact that there was no running water in Lilia's house was illustrated by some of the children who included in their drawings the wash tub outside or the clothes hanging on the line that they had seen in the slides. One girl showed all the details--including the outdoor toilet, the wood-burning stove, and the wood-frame and twine bed. In the second drawings, not one of the older children showed a sad and broken house as they had drawn in their predictions. They had seen in the slides that Lilia's house had few modern conveniences, but it was not miserable.

By the way, I have used this activity twice in beginning Spanish classes at the university. It is very shocking to discover that the college students' pre-drawings are no different from those of the young children! But we must remember: Where did the college students ever see a picture of a house in a developing country? Or even a house of a low income family in this country?

We did not leave our lesson at this point. It is very important to bring the focus back home and ask, "Are there people in our community who do not have comfortable housing?" I had no idea what type of comments would come from the children. But some of these children were aware of homelessness; they had seen information about it on television. One child even said his grandmother lived in a broken-down, uncomfortable house. Another child said his family helped house a homeless person periodically. As a group, these children were very much aware of problems in housing and of homelessness. As a part of this lesson, children need to be able to visit, or have visitors from, the homeless shelter in the community and to carry the lesson to the point of action. For example, those who are interested need the opportunity to contribute items useful to the homeless shelter.

In developing this unit I had talked with a person in charge of human services for our county. She explained that she goes to elementary schools in our community to teach about the services available to those in need. The point is that the children need to know that these services exist, because they might need them some day in the future.

Through this unit we had developed some consciousness about the fact that there were housing problems in our community and created an awareness of the services available in our community. But we did not want to leave the children with the impression that everyone in Mexico lives like Lilia did. So we "went back" to Mexico and showed slides of comfortable houses there. Some were middle-class houses and some were mansions, so the children could see that there are other kinds of houses in Mexico just as there are a variety of kinds of houses in this country.

We have since developed units on the issues of hunger, recycling, preserving the rain forest, and water. The action we took when we examined recycling and the rain forest was to gather soda cans, which are worth five cents each in Iowa, to earn $50, enough to purchase an acre of rain forest to add to the Children's Rain Forest Preserve in Costa Rica. That was an exciting and, in our area, a noncontroversial issue.

The research we do in developing the units is very intense. It is challenging to incorporate higher-order thinking skills and to maximize the use of the foreign language in the units. We found that we had to let go of the concept of teaching all of the unit in the foreign language. At certain points we had to use English to "bring home" to these very beginning students some aspects of global awareness that we felt were very important. More advanced students would be able to complete most, or all, of the units in the foreign language.

Global education is a tremendous challenge and a very exciting area I think all teachers need to explore, because our goal is, after all, to prepare children for the future. I think the National Council for Social Studies is right on target with the process it has defined: Students research and study the issues, develop understanding, then determine a course of action. I am convinced that global education is a very important content area in which foreign language teachers should be involved.

QUESTIONS AND DISCUSSION

Bussiek: Marcia, I have to ask about what happens when things become controversial? Because we said this morning, Remember to "deal with conflicts." And that is what we have to learn.

Rosenbusch: I think that with five- to seven-year-olds, it does not make a lot of sense to deal with controversial issues--ones that have lots of facets to them. I think those are for the older students. I do believe that these topics need to be dealt with, because, why enter into this area if you are never going to deal with a controversial issue? I do think that the older students should examine controversial issues. Even older elementary students around the country are delving into these topics and are making a big impact, in terms of recycling, waste management, and the preservation of dolphins. If you are going to deal with a controversial issue, you would want to have good resources to help students develop critical thinking skills. You would want to help students understand the nature of conflict, and you would help them "live" the process of coming to a decision and handling the controversy that might come from it. That would all be a tremendous learning experience. I do not personally have any experience with handling controversial issues, but I would say that we should help students look at all kinds of issues.

Pesola: I wanted to contribute an insight that finally clicked in for me this summer. I have been struggling somewhat with the claims of global education and culture on the FLES curriculum. In our experience in Wilmette, what seemed to be happening was that teachers would find global education components and not be at all concerned about incorporating culture. I became quite concerned about the potential for global education to simply "edge out" culture as one of the distinctive things that foreign language education offers. One of my students helped me to understand that a different kind of relationship can exist between global education and cultural instruction. Instead of just, There are two ways of doing things--their funny way and our normal way, we are establishing a wider context in which, Here are some ways of doing things, and here are some other ways of doing things; isn't this interesting?

Rosenbusch: One of our guiding principles was not just to look at differences, but to emphasize the similarities. There are housing problems in Mexico; there are housing problems in Iowa. One could, with older students, see how our housing problems and poverty are dealt with in this country, compared with Mexico. In the Spanish class we can also look at how housing problems are dealt with in Germany or in any other part of the world. I think there are some interesting global issues to examine in Germany. One of the units we developed was on the Federal Republic of Germany. It dealt with pollution and acid rain. There is a lot going on in Germany with the Green movement. How can we learn about Germany without examining that?

Bussiek: I am just wondering how far the system allows you to become controversial. When you suddenly have well-informed students ready to participate in social action, it is almost like the sorcerer's apprentice. What do you do if they really take you seriously? The teacher needs a fair amount of backbone and support from the administration, because you will probably get parent or business groups who will question whether this is a legitimate issue for discussion in school or not. I think we have to be aware that not all teachers are willing to take it that far.

Rosenbusch: If we are going to teach about a topic such as water, we do a disservice to children if we do not examine problems with water in developing nations. We are culturally bound--we do not understand that in many countries women walk 12 miles every day to get water that is not even pure. Every topic you pick--housing, food--needs to be examined not just in terms of the country where the language is spoken, but in Africa, Asia, and other areas of the world. That is when children's images of the world and of themselves and of the system in which they live are really challenged. Without that challenge I think that children do not have an opportunity to grow, nor will they be as prepared as they need to be for the future.

Cooper: You mentioned some of these themes. Can you give some more? Housing, hunger, rain forest, water. . . are there others?

Rosenbusch: Those are the ones we have developed together with pollution in Germany and the changing family roles that have resulted from the movement from the rural areas to the cities in French West Africa.

Bartz: Marcia, this was done for what grades? And was this part of a FLES program?

Rosenbusch: The housing, recycling, rain forest, and water units that I developed are for five- to seven-year-olds. These units were taught in a three-week summer program that meets one hour per day. This program is set up to provide a classroom situation in which secondary foreign language teachers practice teach in preparation for endorsement as teachers of foreign language in elementary school. I have not personally had the opportunity to teach these units in a curricular program, although teachers in some Iowa school districts have used these units in their curricular programs.

Cooper: Do you teach this in English? And how do you work the foreign language in?

Rosenbusch: At key points we taught in English, for example, when we asked, "Do you know of families who have housing problems in this community?" But all of the activity-based learnings were in the foreign language; for example, we did all of the experiments with water in the foreign language. We started the water unit by asking children in what ways their families used water. As children named activities in English, we developed a web. The activities were written in the foreign language, and drawings were added to clarify the words. If you had students in a curricular program, they could name the activities in the foreign language, but you would still want to draw the pictures to accompany the written word because the students are just learning to read at this age. We tried very hard to maximize the foreign language all the way through. There are great chunks that can be done all in the foreign language--the experiential activities, but the thinking and summarizing have to be done in English, given the level of foreign language skills our children have.

Pillot: One of the women at the Concordia session this summer developed units on health, nature, and recycling. All three are coming out with German vocabulary and activities in the spring issue of the *Loseblattsammlung*. These units are geared for fourth and fifth graders. I think that for the present moment this is the closest you will find to prepared lessons on global issues in German.

Jonen-Dittmar: I did a four-week project with primary students that dealt with the theme of water. I developed instructions for everything they needed to do and gather for this project. They loved the project very much. They did it mostly independently but reported back to the group and compared notes. It was extremely helpful for self-expression and finding solutions.

Met: It sounds, Marcia, as though what you have described really fits very nicely with Carol Ann's model, because the topic, as you said, could be your thematic center. Some of the things that you did one could call subject content, and other parts of it are culture. The thematic center, as in the housing unit, ties both culture and content together. It is a very wonderful example of integration of the three notions--language development, culture, and subject content--without the stretching that sometimes has to be done to fit culture in or to fit content in.

Pesola: It has the advantage, too, of being something interesting and new information to be learned by means of the language. It is something that is engaging on its own terms.

Rosenbusch: It has been extremely exciting to teach these global activities and to discover what these very young children are able to comprehend. When we taught numbers and colors and families and clothing, we never perceived how much more excited children can be about learning and what a sense of purpose there is that was totally lacking before. Science experiments with water can encourage higher-order thinking skills, experimentation and observation, but when you take it to that one last step and examine the global issue of water, you are exploring the primary purpose of education.

Defining the Needs of Elementary Schoolchildren

Bussiek: Let us return to the theme of the afternoon: How can the needs of elementary schoolchildren be met? Perhaps someone can come forth with proposals or statements as to

- What are the needs of elementary schoolchildren?

Is there any possibility of talking about such needs in general terms, or does everyone have to think of one particular class, one particular school, one particular district, or one particular state to deal with that question?

Met: I am curious about what your interest was in putting this particular question on the agenda.

Bussiek: I think that it is a good question.

Pillot: Just as you are saying that global education helps us to set a purpose for things, to me this question will help us set the background essential to our teaching. When we say, How can the needs of elementary schoolchildren best be met? I am thinking about all those clichés we hear on television about, Children are our best investment for the future. To me the needs of elementary schoolchildren means that we need to prepare children for the world they will live in. I think global education provides a purpose. Knowing what our ultimate goal is helps us to set the big framework so that we can go back to our work saying, Now, knowing that, these are the steps we can take.

Pesola: One of the needs children have is to feel empowered, to make a difference, to act. Taking that final step of action that Marcia pointed out in the global education sequence is a way of expressing a sense of empowerment that is rarely present in any of education. It is just exciting to connect it with what we are trying to do, which is in fact very much a peacemaking, role-changing kind of goal.

Pillot: Students are writing letters about tuna and finding out that they can make a difference; I did not find that out until I was 20, doing Martin Luther King marches. When you discover in elementary school that if you get enough people together, you can have an effect, that is an invaluable lesson to learn.

Bussiek: Mimi, I just want to answer your question. It is well advised at some stage in these deliberations to talk about the elementary school child. Is there something we can say to teachers who have not been in elementary school about what the elementary school child is like and what the differences are between a five- and six-year-old? We have to start from the child. What are the commonalities, and how can these be met?

Kirsch:* I have been considering all along where could be the motive--for children to do global education in German.

Pillot: It depends on your program. In our program everything we do is in German, yet global education could be done in English. But sometimes in this country, the foreign language teacher is the only person in the building who has gone beyond the city, state, and national boundaries and found out what it is like out there, and has then come back and shared that experience with the students. It is a lot different here than in Europe, where many people travel a lot.

Rosenbusch: That is precisely why I believe that the foreign language teacher would be helpful to the local school district in developing the model global education program. Many times, in the small Iowa communities, the foreign language teachers are the only ones who have ever looked beyond the boundaries of the nation and have learned something about another culture. Not that foreign language teachers have any preparation in global education, but neither do the social studies teachers. This is really a pioneering area. Some elementary and secondary teachers are examining it, but I will have to say that I went to a national global education conference in 1990 and was very disappointed with the trivial materials that were being shared at the elementary level. There were some excellent, exciting, isolated examples, but foreign language teachers can do a much better job than what I found in the workshop I went to. We have a lot to contribute. And working with a social studies teacher, with someone else who is concerned about global education, would be very powerful.

Curtain: I do not know if we have completely answered Dieter's question, have we? I think maybe Dieter's question takes us back to the framework that we were looking at this morning. Marcia, you have chosen content as your vehicle for the language, and this morning we asked how Dieter decided what would be interesting to students. Here we are, I think, at the point of why we pick one content over another.

Rosenbusch: My decision to work with this content came from the state level mandate for global education. I probably would not have thought about working with global education if that mandate had not been established.

Curtain: Is that the beginning of an answer--or the beginning of a discussion?

Pillot: When we responded to the morning session, we noticed that there were some things that needed clarification, some things that needed to be added to Carol Ann's framework. What we wound up focusing on were two areas. We talked a lot about the need to include culture in foreign language education. Another area we touched on was the political-sociological conditions of the country today. Five years ago, homelessness would not have been an issue.

Bussiek: Dieter used an example I would not have dared to do. He said--and I do not think I agree with him--that the model framework is value-neutral. You could have aims for elementary school in a fascist country as much as in a democratic country, and still have that same framework. That is the political and societal dimension Carol Ann has left out, maybe because she thinks that goes without saying, but in many other frameworks it is mentioned as having consequences. We are now coming back to the aims of elementary school education and the needs of the elementary schoolchild.

Pesola: Connie said that even though students may not be aware of their needs, businesses and teachers say, The needs of students are to learn the three R's, problem solving, teamwork, interpersonal and organizational skills, critical thinking, physical fitness, etc. I think Connie covered it very well. Those are things students need to learn. They also need to learn in a climate in which they are taken seriously and are respected, and in which their interests are confirmed or valued, where things are not done for them, where they function at their highest level--cognitively and emotionally.

Bussiek: The "learner-centered curriculum" has been bandied about for the last 10 years; so one should probably come to grips with that. Is that a viable thing?

Pillot: I think it means that everything centers around the student, and the teacher is not standing in the front of the room talking to the class; the children are working in groups; they have their own projects. They are in control, taking control of their own experience.

Cooper: Does it not also mean that students learn at their own rate? I do not want to use the term individualized instruction, but some of those aspects certainly come in today.

Met: If you think about that whole process as decision making, then for me the definition of learner centered is that when you make decisions, the point of departure is the learner. And so you begin by asking, What is it that children. . . ? and fill in the rest of the sentence, as opposed to, What do *we* want them to know and be able to do?

Jonen-Dittmar:* One aspect of learner centered for me is that when the students work on a project--which is learner-centered--I have a chance to observe the class in a way that I could never do if I were "on stage" all the time. I have come to realize this is not what the class needs but that there are 30 different needs that somehow have to be met. This proved to me that one teacher cannot have a learner-centered approach with 30 students.

Pesola: It suggests to me that you cannot have a learner-centered curriculum in a FLES program where each teacher sees 250 students a day.

Met: And for only 30 minutes at a time. There is not even time to assess the needs of the individual children.

Pesola: You have to make some assumptions about what to teach, and you have to proceed from these assumptions. These assumptions include what children need from the curriculum, and from German in particular.

Pillot: We can make some generalizations about what is appropriate and what is useful for children at their various developmental stages. But there is another point--you cannot shape curriculum for those 30 different children in advance. The teacher has to be empowered to adapt the curriculum that has been developed to the specific needs of the children in the classes that the teacher encounters every day. When you put the same curriculum in the classroom and observe its interaction with the students, it is never the same. I have yet to teach two years the same course exactly the same way. But I do not think that should stop us from saying, Well, there are some things every single teacher needs when walking into the classroom the first day. This is where you start, this is where you want to go, and this is how you can get there.

Met: What I hear you saying, Pat, is that there are different levels at which the decisions about learner-centered curricula take place. One level is in the decisions about what every student might learn, and another level is in the decisions that result from the interactions with the real teachers and the real students, which is part of Carol Ann's model. As the playing field role works itself out, some decisions are more flexible than others.

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6. WHAT ARE APPROPRIATE TEACHING METHODS FOR THE ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAM?

DEFINING THE APPROACH: HOW TO TEACH THE ELEMENTARY SCHOOL LEARNER

Helena Curtain

Elementary school foreign language programs fit well into the framework of the elementary school curriculum presented to us by Connie Gonser. Elementary school foreign language programs are integrated, interactive, and innovative.

Elementary School Foreign Language Instruction Is Innovative

Communication has long been the focus of elementary school foreign language instruction. It is important to note that while foreign language instruction at other levels still is in the process of making a transition from grammar-based to communication-based instruction, a communication-based approach has always been a part of the elementary school level. The nature of the elementary school learner dictates a focus on natural, meaningful communication and a focus on learner needs.

The methodology used in elementary school foreign language programs incorporates insights from second language acquisition. We know that a period of listening is important in second language acquisition, just as it is in first language acquisition. Thus, we provide opportunities for listening in the early stages of learning, and we are careful not to focus too quickly on production. We provide an atmosphere that surrounds students with language that is meaningful and concrete. Students can relate to the language because it is within their realm of experience. We are aware of the research on error correction and take into account the developmental stages of language learning.

Many current program models demonstrate that elementary school foreign language programs are innovative. These programs do not look at the new language in isolation but put the new language within the context of the elementary curriculum in programs that are termed "content-based" or "content-related." We have broadened the goals of the language curriculum to include reinforcement of goals from the elementary school curriculum. Content-based instruction allows the foreign language teacher to focus on academic needs and critical thinking skills, while at the same time focusing on second language needs. Immersion programs are the ultimate expressions of this type of instruction. In two-way immersion programs, students from two different language groups are placed together in order to augment the language learning of language groups.

Elementary School Foreign Language Instruction Is Integrated

As Carol Ann's model suggests, elementary school foreign language curriculum is integrated in every aspect. Culture is integrated with the language and content objectives. The curriculum is thematic and integrated because that is the best way that we can connect with what is happening in the world of the student both outside and inside the elementary school classroom. Listening, speaking, reading, and writing have been integrated so that literacy experiences are included in instruction from the beginning stages. The experiences may be as simple as having the room labeled in the new language, but the key point is that students can be exposed to the visual aspects of the language in connection with oral language experiences. Students do not have to wait for an artificially imposed period of time before they can incorporate the literacy skills they already have into foreign language learning. The foreign language curriculum has been integrated with the elementary school curriculum so that academic skills, content learning, and "learning how to learn" are outcomes in addition to the language learning itself. Elementary school foreign language programs use methodologies that are used in elementary school classes. The process approach to writing, the language experience or Whole Language approach to reading, and dialogue journals are all features of regular elementary school methodology that are also found in foreign language programs.

Elementary School Foreign Language Instruction Is Interactive

Elementary school foreign language instruction is interactive because we engage our students in opportunities for communicating with each other, for exchanging real messages so that in addition to providing the time for listening, once the students are ready we provide them with appropriate opportunities for interaction and for speaking. We use activities such as cooperative learning, partner work, and group work so that the learners are speaking with each other rather than parroting back answers to the teacher.

We have come a long way from the methodology of the past, when students were concerned with memorizing patterns, lists, and labels. We have developed a new methodology within a context of integration, interaction, and innovation. This forum will help us to further develop those contexts.

QUESTIONS AND DISCUSSION

Pillot: The only question I had was as to the literacy. I need another line or two to clarify.

Curtain: . . . Well, just the idea that we do not leave literacy out, that we include reading and writing in our instruction, that even if it is a first-grade class, we would still provide for literacy experiences. We would allow, perhaps, the room to be labeled, whereas in the past we said the students could not see any written language until a specified amount of time had gone by. We are saying now, Let us not artificially exclude reading and writing. This becomes even more important as students get to fourth and fifth grade, when their learning styles are already very well established, when they are already reading and writing.

I have a question about the basic philosophy here, which is that every student gets involved, is it not? I do not know whether that was a tacit understanding among all of us, or whether it has to be repeated. But for my own clarification, I wanted to make sure that was the foundation we are aiming for. The most important bases of our work in the AATG are

- the recognition of a diversity of learners
- preparing the teachers to meet the needs of all of those learners

German teachers have always had for the most part the better students, for better or worse. One thing this task force wants to make sure of is that the German teacher of today and tomorrow is prepared to meet diverse learners, whether in high school or elementary school. All learners must be included in foreign language education, and it must be the foundation of our philosophy in this particular segment of the profession.

Bussiek: If you remember when the two of us talked about this, Helena, that was one of the things we were putting in with the needs of the elementary schoolchildren. Of course, we also wanted to discuss minority children, black children in particular, since our reputation with them is virtually nonexistent. But the consensus in the group was that there has been so much writing done about this in journals that we did not have to discuss this in this particular group. I think that we have reached the stage where we now have to see what the teacher in the real classroom can do with these things and whether we have assigned him or her roles in our models that the normal teacher can do.

Teaching Loads and Constraints

The teachers I know in Georgia who have done innovative programs that are very successful are teaching around 8 to 10 groups a day and are as close to teacher burnout as I can imagine. I can only tell you, I would not want to teach that intensely. I do not think that foreign language in the elementary school will be an integral part of the educational process for decades to come. I personally think that we have to get to the point where every elementary school teacher has the foreign language in his or her knapsack from the university, so that the foreign language becomes the same thing as math or science, which the elementary school teacher integrates with everything.

Pesola: Pat, how many classes do you teach?

Pillot: Normally 9 or 10 a day. But the burnout is not from the number of classes per day. What we are finding out is that if you see the same students all the time, that helps. The teacher needs a "home." The teacher needs to be in the same building and needs to see the same students every year. That eliminates half your burnout rate right there. You do not have to relearn the names and go through all that business at the beginning. What causes teacher burnout is

- running from one building to another; with 400 students, you never feel like you belong anywhere
- trying to teach without materials, without a support system, and without training

If you can go in with a packet of things, you have got your materials, you know where you are going, and your curriculum is set for you; it saves you incredible amounts of time in thinking and creating so that you can just go in and do your teaching.

Bussiek: It is important to put the teacher firmly in the driver's seat of doing this curriculum work.

Pillot: If you need teachers to do curriculum work, they are going to need release time. They cannot do 10 classes per day plus curriculum work.

Cooper: What is the biggest burden? Is it not coming up with the materials? Running from class to class is a pain. Having a lot of students is too. But what takes the most time and is the most nerve-wracking is the materials.

Pillot: Actually, the thing that the teachers like to do best is to make materials, to tell you the truth.

Cooper: If they had the time to do it, but let us say they do not, so the best way to help them is to put materials in their hands.

Met: I am going to respond from a slightly different perspective--that is, not as a classroom teacher, but as the person caught between the administration with whom you have to fight for budget and the classroom teachers with whom you empathize because of the work load you demand from them. We have run into this question this year because we had set eight 30-minute classes per day as a reasonable work load. Several teachers were angry because they were teaching six classes or seven per day and felt they should be full time. Certainly from their perspective they had every reason to be justified in thinking that. It is very hard work.

But when you stop and just multiply contact hours with children, eight classes of 30 minutes per day is 240 minutes with children. That is only four hours out of a seven-hour workday. It does not quite work out that way, because there is time walking to and from classes. But compare that to work loads and equity with other teachers in the building, who have contact with children for six hours per day and who also have to prepare for perhaps six subjects per day--rather than three levels of a foreign language.

I am not disagreeing with the teachers, I just have to see the other side of it. Because I have to explain to the superintendent why we are paying someone a full-time salary to be with children four hours a day, and someone else is getting a full-time salary to be with the children six hours per day.

Use of Resources

One of the greatest ironies, I think, in foreign language teaching in the United States today is that we know we can accomplish more with far less money, using other approaches, specifically, partial and total immersion. Yet at the same time, we know that we cannot do that on a wide-scale basis for lots of good reasons. Among them are that immersion is not for everyone; not everyone believes in it, nor should they have to. Even if everyone believed in it, we could not possibly staff immersion programs across the United States. And because of that, one of the difficult questions each of us must ask each time--even in planning a FLES program--is, Given one teacher, what is the best use of that teacher's time? Do we expose as many children to a quality foreign language learning experience as possible, knowing that the more children that get involved, the less language learning will take place?

Because one teacher can only do so much. If he or she sees 300 children every day, that means each child maybe gets only 20 minutes. If that teacher sees only 20 children per day in an immersion class, you deprive a large number of students of the experience, but those who get the experience get something that really comes close to the goals that we have set out. It is an inverse proportion. The more time the teacher spends with a small group of students, the more foreign language learning takes place. The more students one teacher sees, the less foreign language learning may take place.

I think it is a dilemma that we have sidestepped many times, because like all complex problems, there are no simple answers to it. There is only the right answer for where you are in your school system. I do not feel that it should be an either/or question, either immersion or FLES. I do see that as in all things, there are things you gain from going in one direction and things you give up.

I do not want to turn today's discussion away from FLES towards immersion--except in talking about the proliferation of programs. Since we are worried about money, it *is* a way to address the concerns of unreasonable work loads and a limited budget. A school district can do a lot of very impressive things for very little money for a very small number of children. That is the great misfortune--that it can only be for a small number of children. There is a perception on the part of some people is that if you advocate one, you are demeaning the other. That is not the case. We can support a variety of program models. And those varieties can address different purposes and different audiences without saying that one is better than the other.

Pesola: I am really concerned about what Mimi is saying and the issue that Horst raised. I think that part is our Achilles' heel, if you will. Our solution is 20 years down the road, when every elementary schoolteacher has the tools to contribute to the foreign language portion of the children's education, as well as to the mathematics and the science. But one of the steps along the way has been the content-based instruction--that is, where we maybe do not take over the entire science curriculum, but we take responsibility for some chunk. That would be more like the ideals of the Cincinnati model, of teaching the art, music, and physical education. Content-based instruction allows the teacher to work intensively with a group of students and makes for a much more manageable load on the part of the teacher. There are other reasons that are even better from a pedagogical standpoint, but from a managerial standpoint, that has always been the appeal of real content-based instruction--by which I mean instruction in which we actually assume responsibility for some portion of the curriculum. I think that it is too important an issue to move beyond until we have aired it a bit.

Met: When you said that has always been our Achilles' heel, what was the gist of that?

Pesola: Meaning this pressure on the teacher. And while you may say that eight classes are too many, it is the ideal program that has eight or nine classes. That has to be somewhat prominent in what we describe. The equity issue is a very tough one to deal with. That is perhaps the most disturbing feature of FLEX programs. It is not just the matter of one teacher seeing many students. Every nine weeks the teacher may face a whole new group of 250 to 300 students.

Pillot: But those kinds of problems you are mentioning are not unique to foreign language teachers, who are specialists. They are the same problems that the music and art and gym specialists have. They are exactly the same issues; those are contract issues, negotiated issues. . .

Pesola: . . . I do not think that. We are a little different. The music teacher is not trained to produce musicians. The physical education teacher is not trying to produce athletes. *Produce* may be the wrong word. The art teacher is hoping to inspire but not necessarily trying to produce productive artists. We are promising to produce skilled users of language over a relatively modest period of time. I submit there is a difference. Maybe no one else will accept that differentiation except us.

Bussiek: But for the time being, then, because we are not 20 years down the road, we have to go with compromises, and try, perhaps, to look at the best compromises we can find. Our program, as you know, had as a model eight classes, and we got phone calls saying, Well, I am not giving this teacher full pay for working half time. But I think we could convince those administrators in a one-on-one situation. Also, your model depends on this teacher working not just with eight different sets of students, but also with eight different sets of teachers. If content-based, -related, -infused or all three mean anything, then there has to be planning time, and there has to be an attempt to keep that classroom teacher in the classroom and not taking a coffee break. Also, how can you in one morning really say something individual and have some sense of an individualized, educational approach to 240 different students?

Pesola: My glib answer, my sample solution would be to say to those principals who do not believe that the eight-class-period is doing enough is to say, Hey, we want these teachers to spend more time with each class. That is how we will fill up their time. And we will make it worth your while. We do not want them to spend only a half hour each day in each classroom; we want it to be 40 minutes.

Planning and Scheduling Constraints

Met: One of the questions that has to be answered is whether children who participate in a content-based FLES program for 30 to even 60 minutes per day acquire sufficient language skills to deal with the content in an intellectually honest manner in *only* the target language? If the students' productive skills are too limited to engage in the curriculum tasks in a cognitively appropriate matter, you could end up watering down the content curriculum to meet their linguistic proficiency.

Pesola: I really agree with that concern, and I would like to struggle with it. Maybe one approach would be to say, No, we will not take over all of science, but here is a chunk of science in fourth grade, in fifth grade. . . . We would just try to spend an extra 15 to 20 minutes per day in the class in a way that is both intellectually responsible and honest.

Met: When we designed the program that we have now, that was exactly the model that was proposed: the 30 minutes, plus 15 minutes of art, music, or physical education. But we also told the schools because it was a pilot, that they had the flexibility to modify, and the extra 15 minutes was the first thing that went. They said, Let the art, music, and physical education teachers modify their curriculum so that it coordinates with what you are trying to accomplish in the language. But they were not willing to give an additional 15 minutes of time during the school day for the foreign language.

These are things so easy to talk about when we sit at a table like this, but not when you are with the school principal and entire staff who cannot develop a schedule because they have a librarian, an art specialist, a music specialist, a foreign language specialist, an outdoor education specialist, and all the other things. The classroom teacher says, I never have the students here long enough to teach them anything because everybody else has them.

In one school we had to make our foreign language specialist full time, even though she does not see eight classes a day. She could not be scheduled in 3/4 of the day because of all the other scheduling constraints that exist in the building. That is the real world that exists out in the schools, the world the teachers get caught confronting. People like me in Central Office only know about it secondhand. When you talk about it in a different forum--on an intellectual level--it gets even further removed. There are so many things that you really do not anticipate as problems until you get in there and begin to work with the scheduling and the people involved.

Zimmer-Loew: I can only support that. For a number of years, I was in a school effectiveness project for a state education department. When I went into numerous elementary schools and worked with the teachers, the major complaint they had--and these were mainly inner-city schools, some of which were almost dangerous to go into--and the greatest resentment on the part of the classroom teacher were the compensatory education folks who dragged students out for remedial math, remedial writing, speech, and so forth. The teachers refused responsibility for those students, because they saw them for so few minutes of the day. I had the opportunity in each school to follow one of these compensatory education students around one day. It was an incredibly revealing experience. One of these students I will never forget, little Wilfredo, saw his teacher for homeroom, and then for lunch, and then he was there for maybe one half hour the whole day because he had other problems. The teacher with whom I spoke later--and many other teachers--actually resented this remedial help. The resentment between the remedial teachers and the regular classroom teachers was so incredible that the only thing we could do to solve the problem was to try and integrate those teachers into the program. And that is when it started to work. Those teachers began to work together with the classroom teacher for periods of time, supporting each other, getting to know each other. Then they took responsibility for the total child. The minute you have a "pullout," the classroom teacher takes no responsibility and is resentful of the person who comes in and drags little Wilfredo out to his lab, and I think this is a major problem but on a different level.

Bussiek: That is why I say it is not just eight classes and 240 students, but it is also cooperative planning, and that is why the middle school program as it is run in Georgia has 80 minutes per day built in as planning time. And administrators sometimes say, My goodness, they will just smoke or drink a cup of coffee, but that is just something you have to expect to hear.

Pillot: We had a lot of those same difficulties the first four or five years of our program. And what has developed now, after emotions have died down, is that our special education teachers now no longer pull out small groups of students; rather, they go in and work with the teacher. The foreign language time, as a matter of fact, has become the time when the classroom teacher consults with the special education people about what they are doing with her students who are having difficulties. The foreign language time is also when they get together with each other to plan the thematic units. That is when they are doing their curriculum planning, and even though it is a short period of time, the fact that it happens every day is key. They do other things during their students' music or gym classes. But foreign language, because it is every day, plays a whole different role for them.

Defining the Characteristics of FLES Programs

Bussiek: Let me simply ask whether we are now ready for a dose of reality. I think we are at a fairly decisive stage now.

Zimmer-Loew: The one thing that always worries me is the political framework we have to face every day--the school districts, the administrators, the world in general, the other teachers. To me they could put the lid on the best model programs you could possibly come up with. I think we have to think about--it certainly is a parallel strand--the political realities. We have to somewhere along the way consider how we are going to sell this in the best way, and therefore we have to have multiple approaches, depending on the school system and the philosophy of the particular school. I think, as I mentioned before, that we really have to come out with a statement about how we feel about all students being involved. I think the worst thing we could possibly do is leave that in question. In other words, no matter where we go or whom we contact, we have to say that German, French, Spanish or foreign language in general is for every single child, that there is to be no elitism, that there is to be no creaming off of the top of students for this program, and that this is for everyone. We are almost to the point where I would say we have to stand by our guns. If I were in a school district and they said, We will do it for the top students, the way the old FLES was, I think we would be shooting ourselves in the foot again; we would just repeat the 1960s or 70s again.

Rosenbusch: I think that even if we would come up with a statement about standards for FLES programs, the idea of identifying model programs that people could visit and learn about is extremely important. For example, when I was writing an article on establishing FLES programs, I had to call people and find out the little things in program design that Mimi was telling about. You can have a framework, but that is not enough. You need to talk with someone and find out exactly how they set up their program, and what problems they ran into, and you need to find out the gems of wisdom they have acquired through experience. I think that a statement from this group is very important, and I think we need to work on that. But I think we also have to develop a plan for how we would best utilize programs that we think are model programs.

Met: Carol Ann mentioned something that I have been thinking a lot about. When we were talking about model programs, she said that you can design a program based on your best beliefs, but then it gets implemented, not by you, the program designer, but by the teacher in the classroom. What kinds of teachers it needs, what kinds of skills they have to have, what they have to know and be able to do are critical to the implementation of this model. At some point, perhaps, it is helpful to think about how the delivery of programs interacts with their designs. Have I captured the essence of what you were saying when you noted that you could describe the Wilmette model, but that was implemented by a group of teachers with one set of characteristics, and you questioned what happens when you take that model somewhere else, and your teacher characteristics are different?

Pesola: I guess I was thinking that in the context of the idea of comparing different ways of going at curriculum, that perhaps it is like any other sort of qualitative research. It gets real muddy because the circumstances under which each model develops vary so widely that the outcomes are hard to compare. So it is one thing to describe the model, but the set of issues that are raised in the implementation of each model is highly dependent on the peculiarities of the settings in which it takes place. That issue of how reality interacts with the theoretical base from which something is derived is very important.

Met: And does it fit in at all with some of the things we are going to try to accomplish this morning?

Bartz: I think models need to be there, and descriptions of models need to be available, because that is one of the first things I am always asked from schools: Can you tell us where to go to look at some model programs? I think it is important to have models.

Rosenbusch: I could see the attitudes of the teachers and the administrators on our elementary school foreign language task force change markedly after hearing in detail about the Ferndale model from Lynn Haire, who has worked closely with the program through the years. We would like to be able to send the chair of the School Board to a school where a successful FLES program is in place. So to have that framework is one thing, and that is valuable, but to have people who are really on the battlefront who are successfully implementing a program, that is something else. With both together, I think that in our community we will have a pretty good chance of coming out with a program. Without both, I do not think we would be able to establish a new program.

Curtain: Helene said something about the model that I wanted to follow up on. She mentioned multiplicity of programs, and I think rather than just talking about those three programs we happened to mention, that we should try to find as many programs as we can across the country where German is being implemented in different ways. That would mean we should include Cincinnati, Kansas City, Milwaukee, and other places, so that we have all the different types of German programs. Perhaps we should not call them models, but rather examples? Cincinnati has partial immersion and content-enriched FLES; Kansas City has partial immersion and content-enriched FLES; Milwaukee has total immersion, and I know there have to be other FLES programs. Do we want to include FLEX? *The participants answer no.*

Curtain: Perhaps we should just brainstorm about where these FLES programs are, so we can list them. But I think we need to make a decision as to whether we want to offer one of each kind, or all. Each school district does it a little bit differently.

Pesola: Perhaps we could have a format that would solicit information about programs, where we then could have common descriptors that would appear.

Met: And if, in conjunction with that, it were possible for us to come up with the boundaries of what is and is not FLES, then it would not include programs that we would not promote as FLES programs. This is not to say that they are not good programs, but we would not be telling people that these are FLES programs.

Curtain: It would be nice, as you say, if we had a framework, even a chart, for example, that said, Immersion--Milwaukee starts English in grade two, so that we can all see how things are done. . . .

Rosenbusch: . . .I think that is good, but I would also like to see paragraph descriptions.

Pesola: I would too. But charts are very helpful. For one thing, if we have a questionnaire we could send out that would get all the same information about all the programs, it would then be possible to chart it.

Pesola: I would also like to suggest that we pursue a description of FLES that limits the parameters, that might be couched in words like, We would suggest that in order to have the best foundation for a successful program, the following components need to be in place, or something like that.

Curtain: Maybe we should just say again that when we mentioned Wilmette, Montgomery County, and Ferndale we were looking at curriculum development, giving examples of how three different places approach curriculum development, not how one county organizes their programs. . . .

Rosenbusch: . . . No, for me Ferndale's organization is what has been helpful; I do not even know their curriculum there.

Curtain: But when we brought it up yesterday, we were talking about curriculum development, and remember we discussed how each of these three approached their curriculum differently.

Pillot: What if we had these descriptions:
- organization of the program
- history, background, or context of the program
- curriculum development
- evaluation

Bartz: I would love to see something on how the program articulates, because I get questions from principals, who ask, Now if we start in the fourth grade with Spanish, what happens to our high school program? What do we do there? I do not have those answers yet.

Met: I think what Marcia is talking about is what we said was our point of departure for your long-term outcomes of your program when we discussed curriculum development yesterday. It then becomes part of a series of decisions about what happens with articulation. We said:
1. If you start with writing these K through 12 outcomes as Ferndale does, then you have one kind of articulation.
2. If you begin from a thematic center and at the end of three years look back and say, Now that know where we are, we can tell you where we have been and what we have done, then you have a different kind of articulation.
3. If you start right from the beginning by saying our intent is to articulate with a secondary program, you have still another kind of articulation.

I think maybe that is why you are remembering that as an articulation issue.

Pesola: Again, I am jumping ahead, but if we are indeed looking two years ahead to an articulation meeting very much like this one, I would submit that the time is now to put in place an examination of the three ways of going about curriculum, so that in two years we can say, This is how these articulation issues have evolved based on the three ways of developing curriculum. That would provide the start of an agenda to address.

Met: That is a good point, because two years from now, we will have data from Wilmette and from our program to provide. But I feel extraordinarily uncomfortable putting forth our program as a model program. It is a pilot. We feel it is very important to have the flexibility to make mistakes, and say, Well, this did not work. I would not tell others that this is a model program to emulate because they might be emulating our mistakes.

Zimmer-Loew: I think that all programs should be listed inclusively. And I think that it is critical that a statement be made very similar to what you are talking about--that these programs are not models, that most of them are pilots, and that in each case, if you are interested in them, you should contact those involved with the program to find out more information. You should never just get curriculum materials off of a list and say, Oh, this looks great. So I think there has to be a very powerful statement at the beginning of this list, plus the possibility of making personal contact with the programs.

Met: But there is something else that can be done, and I think this is an area where AATG and associated institutions specific to German might come in. There is a sufficient number of programs around now with some kind of longevity attached to them that it would be possible to do an in-depth analysis of what the outcomes of those programs are. And I am not talking here about the logistic administrative issues that they have solved so much as that we now know that after *X* years of the Ferndale program, here is what students can do in German; or after *X* years of this kind of model. To do that requires a lot of money, because we all know that the test is not really there yet to get that information. What a tremendous service to the profession it would be to develop an instrument that could be used across the board. Because then you would be able to make reasonable statements of comparison, especially if the same test was then given to students in secondary programs--even though there are a lot of concerns about developmentally appropriate testing. But you would be able to say not whether the eighth grader or ninth grader is better than the fourth grader, because that is not relevant, but, Here is a profile of what a student can do at the end of fifth grade in this kind of program, and, Here is a profile of the ninth grader, and, Here is where the mismatch in their profiles needs to be addressed. By superimposing two graphs, you would be able to see where the mismatches were and have some kind of intelligent approach to articulation programming in secondary programs. And because German programs are small enough in number, it is a manageable task, as opposed to trying to do this with French or Spanish. What a contribution that would be.

Pesola: I think that given the status of this profession right now, there would be results that would be generalizable to French and Spanish. I think that there are enough similarities with French and Spanish that one could take the information on German programs and generalize rather well. And it would go along with what we are saying about descriptive evaluation, rather than prescriptive from above. Descriptive of what outcomes realistically are. We can then combine this with the other information we have about what kind of program it is.

Bartz: Now that we have settled the examples, what are we going to do with program definitions?

Met: I want to make sure that I understand what we are trying to do here, because I almost see us going in two different directions. Walter is speaking quite clearly about what a FLES program is, that it would be easy enough to say to somebody, What you are doing is an excellent program, but it is not FLES. That is different from beginning to generate hallmarks, desirable characteristics, in a FLES program. Not that one task is more valuable than the other, but they are not the same task, and they do not belong in the same document.

Pesola: They might, though. I do not imagine that we are going to produce a lot of documents, and those are all important insights that also need to be present somehow.

Met: But you would not say to a principal who only had one language in one school or only one language in the school system, This cannot be FLES because you only have one language. Nor would you say, This is not FLES because you restrict participation to *X* population. Not that I would agree a school should do that, but that is not a definitional issue.

Bartz: I agree, because there are schools that have FLES programs that are restricted to certain populations, even though we would like to see them include all students. But it is still a FLES program as far as we are concerned because it meets other kinds of criteria, such as meeting a certain amount of time per week at a minimum.

Met: I think when you boil it down, there are only two things we have identified that discriminate FLES from what is not FLES:

1. Articulated sequence, or being sequential in some way
2. Contact time, which is a number of meetings per week, as well as minutes per week

Meeting after school is debated. So meeting after school five times a week for 30 minutes per day would not be FLES?

Rosenbusch: It is not going to articulate.

Met: Articulated not to the secondary, but from year to year if you had a program that was grades three, four, and five, that met before school for 30 minutes every day. Why would that not be FLES?

Rosenbusch: When I say *vertical articulation*, I mean all the way up.

Met: So that school systems with in-school FLES programs in grades three, four, and five that meet five times per week for 30 minutes that do not have an articulated program at the secondary level are not FLES?

Rosenbusch: Not in my definition, because they do not involve proficiency.

Met: These kinds of questions are helpful as we begin to find examples and counterexamples.

Pesola: One of the problems of before and after school programs is that it is hard to keep students in those programs, and so the potential for articulation really drops off.

Rosenbusch: And they are elitist. If the parent cannot bring or pick the child up or the family cannot pay the fees, the child cannot participate.

Met: But that is not a definitional issue again.

Rosenbusch: Well, what I mean by that is that it is not for all children. All children cannot be part of it. When it is in the curriculum, all children can participate.

Met: Actually, I think the issue is moot, because as each of us thinks about the programs that we know of outside the school day, very few of them are going to meet the minutes per week, days per week criteria. Basically, the only thing we have not really pinned down on the definition is the number of minutes per week, spread over a minimum number of days per week. Is that right?

Rosenbusch: We must also consider vertical articulation--but let us just call it *proficiency-oriented.* My rationale for thinking that your description of a grade-three-to-five program, which is articulated between grades three to five is not a FLES program, is because you have a two- or three-year-gap, then students start in Level One again in high school. That type of program is not proficiency oriented.

Met: What if it were grammar-based and articulated through the twelfth grade, it would not fit the definition? You are saying that if it is not proficiency-oriented in content. . .

Pillot: . . .If it is grammar-based it is going to die anyway, so. . .

Pesola: Have we set our sights too low if we are just going to define in a very narrow sense what a FLES program is? Or do we want to do more than that and talk about what a FLES program needs to be in order to merit a place in elementary schools?

Met: I think we are talking about two things:

- What does it take to be a FLES a program?
- If you have a FLES program, what does it take to be a good one?

Pesola: We need to define both things.

Met: We are talking about different levels of decisions. Start with the first one--not with whether you are any good or not--but do you fit within the definition of FLES? Where is the dividing line between what is FLES and what is not FLES? We are not trying to decide where the dividing line between good FLES and bad FLES is at this moment. So what gets into the FLES category?

Bartz: What gets into that framework? When can we say it is FLES opposed to not FLES?

Met: It has got to be in the school day. We agreed that it must be articulated, although we have not decided whether it has to be articulated into the elementary or into the secondary grades. To get into the category of any kind of FLES--good, bad, or indifferent.

Rosenbusch: OK, then you cannot require secondary articulation.

Bartz: I think so long as it is articulated within its own program, within the elementary program, then it is FLES. Proficiency-oriented--what do we mean by that?

Met: I think that goes into the next category.

Rosenbusch: Let us also do minutes per day and days per week; we have to. From what I have heard just from the standpoint of the FLES teachers' sanity, you cannot have a class meet every other day, because then the teachers would end up seeing too many students, and you cannot have classes last much less than half an hour.

Bartz: Don't you think the length of the class depends on the level somewhat, as in primary versus intermediate?

Rosenbusch: But if you have classes less than every day, then you have to organize the schedule so that you do not kill the teachers off in the first couple of years.

Pesola: I think about the Wilmette program, where classes are four days a week and one day is for planning. We would not want to rule out a model like that by saying classes have to meet five days per week.

Met: I think three days per week is minimum. Some teachers are part time.

Bartz: That issue I do not think we need to address here. But I think we need to look at what is the absolute minimum.

Met: But the issue you raised is a good one, because the lower you set the bottom, then the greater the implications for the logistic issues later. But if we are only now just focusing on what it takes to get into the category of FLES, then I am not sure that we can deal with the other issues, too. Because that may get into the "good FLES" issue, of what happens to the teachers.

Pillot: We have one other problem with this definition. We have another model that considers itself FLES, and we have been working with as FLES programs--the Saturday schools. If we talk about days per week, we do have to make some arrangement for that model.

Zimmer-Loew: The other thing that occurs to me is that you might want to put in the framework that this can be in a public or a private school. Many private schools only go K through six, and many of them have German and French. There is where the definition of articulated is crucial because private school K through six is not going to lead into private school 7 through 12; it might lead to a boarding school, a different country, and so on. Just make the broadest definition possible.

Met: Just so we have something for everybody to tear apart, I am going to throw out one idea: What about no fewer than three days per week, no fewer than 75 minutes per week? Maybe we can try to test that via the programs we know of or the "what if 's" that we were doing with some of the others, and see if that is going to work.

Pesola: I have a "what if." Are we going to continue it during the entire year? And what if a school district decides it is going to be every three days, on a six-day cycle? We may not want to affirm that.

Rosenbusch: Well, maybe this is not something we need to do. Maybe we should just go on to the other criteria of the "good" FLES.

Pillot: If we are going to make a recommendation, we can make a recommendation; schools will still do what they want to.

Met: Well, one of the things that happens when you have a definition that people begin to agree upon is that it is easier to talk about things in the same way. We have asked Marcia about putting something into the next FLES NEWS, something that could be a product of this group and be sponsored by AATG. We would then say that when we talk and write about FLES programs and recommend materials for FLES programs, this is what we have in mind.

Pesola: When we gather data about FLES programs, these same programs can form a point of reference for further discussion.

Bartz: Because right now, it is really nebulous what FLES really is.

Met: How many of us have been in a meeting where a teacher will stand up and say, I am not sure if I am teaching a FLES program or not, and then they describe what they are doing, and you respond, Well, I do not know if you are teaching a FLES program either? But if there is something like this, you can say, Well, you can decide for yourselves whether you are teaching a FLES program or not; here is one definition that has been proposed.

Rosenbusch: I am not so sure that there is a minimum lower level. To me the articulated sequence is more important than the number of minutes.

Pesola: But I think we have to get a hold on it because otherwise you have people who really think they are pushing FLES at 20 minutes a day two days per week, etc.

Rosenbusch: How about a minimum of every other day? Then it does not matter how many days you have. And then just decide how many minutes.

Bartz: Because it needs to come enough times so there is not too much of a gap between instruction.

Debate ensues as to the number of minutes and number of times per week.

Met: I will play the devil's advocate. You have a program, articulated, that goes Kindergarten through sixth grade. In grades two through six, it is 30 minutes every other day. In Kindergarten and first grade, it is 15 minutes twice per week. Is it a FLES program, or is it only a FLES program after grade two?

Bartz: I feel that in the primary I would not be so concerned about the articulation issue. It seems to me--and I am not an expert on elementary education--that at the primary level, we need to be more concerned when introducing language, about making it fit into the curriculum, and not so concerned about the articulation issue until we get into the third or fourth grade. Most articulated programs in European schools start around that level.

Pillot: But a program like the one you just described would probably be articulated if it starts in kindergarten, even if the minutes are less.

Rosenbusch: It would be foolish not to articulate it. I think when there is a nonarticulated program, you are wasting salaries. In your example you have wasted three years of teachers' salaries--in terms of developing proficiency.

Pesola: I want to just comment on the articulation in the primary. I think if we are not thinking of articulation as lining up our structures in order, then I think we have to look at articulation as something else, which would be some kind of congruence as we move through the curriculum, of goals, of themes, of vocabulary reentry, and that sort of thing. And I do not think that is an inappropriate expectation.

Met: Are there FLES programs in middle schools? I am not trying to be difficult, but does a FLES program have to be housed in an elementary school setting, as opposed to a program that is housed in a middle school?

Zimmer-Loew: When you think of the definitions of middle school as well, even there we are not clear, to say nothing of junior and senior high school.

Pillot: Can we say, begins before grade *X*?

Met: Or, It is a foreign language program *situated in* an elementary school?

Debate ensues.

Curtain: Do we want to say that? If it is a program meeting every day that starts in sixth, seventh, or eighth grade and if it fits this criteria, it is FLES. It could be a program in which the curriculum is developed with the intent of articulating with a high school program. It could fit all that. If you start a program in fifth grade and articulate it all the way through eighth grade, it probably still would be called FLES.

Rosenbusch: So FLES is anything that is non-high school, that meets these criteria?

Pillot reads the summary thus far:

- FLES is articulated within the elementary school, with an average of no fewer than 75 minutes per week. Classes meet a minimum of every other day.

Met: Let's use "minimum" with "average": "a minimum average of 75 minutes per week."

Rosenbusch: What about vertical articulation?

Met: "At least articulated from year to year within the elementary grades; is the same language, and meets throughout the school year." Also, these are the minimum criteria, so if you do not meet all of them, then you are not a FLES program. Is that what we have said?

Bartz: What about who teaches this language? What about the teacher? For example, what is the preparation for an orally proficient teacher who has specific training in teaching language in grades K through six? I am just wondering, because some districts might say, I have got this teacher on my staff who had Spanish for two years in college, and she is going to be teaching.

Met: And what about programs that are delivered exclusively through distance learning? To follow up on Walter's question of what goes on in the class, could it be a FLES program if the entire delivery is through distance learning? What if it is all computer-based, three times per week, 30 minutes each time, but all computers?

Pillot: I thought we had talked quite a bit about some student language outcomes that would be the measure. That the students will produce some foreign language when they are done. How do we word that? Or is that what we want to include?

Met: And are you talking about oral production? Because if it is a computer program, what if they learn to read and write the foreign language?

If we are talking about minimum criteria for FLES programs, how do you get in the FLES category? Do we want to say anything about what goes on during those 75 minimum minutes three times per week in terms of the following:

- How much of the target language has to be an objective?
- How much foreign language is used in the classroom?
- Is it technology-driven?

Pillot: The program must result in productive language skills on the part of the student, whether reading or writing. So it does not talk about the methodology of how they get there, just when they get there.

Rosenbusch: What about the teacher? Do you want to talk about the teacher?

Bartz: Well, I guess that is an issue that I really think we need to address somewhere along the line, because I do find administrators thinking, Okay, we can institute this with a teacher who has two years of college Spanish. And we have had that happen, even at the high school level. Or a native-speaker without any training, especially now in less commonly taught languages. They are bringing in Japanese people who have no idea about our school system or our students, and these programs just go down the tubes in a year. The discussion was that the program would have to be delivered by a qualified, certified language teacher.

Met: We have people who are not certified, who do a bang-up job. You get into the sticky issue of what is *qualified*. I think we are safer talking about outcomes, because you cannot conduct the class entirely in English and produce students who can use the language proficiently.

Bartz: The issue of certification sometimes backfires because a principal thinks because a person is certified that they are qualified, to teach Spanish. They are *certified*, but not necessarily *qualified*, to teach Spanish.

Rosenbusch: And in every state the certification standards are different. Do we have it then? Do we have what we want?

Rosenbusch summarizes:

- that the program continue the same language--i.e., one language throughout
- that the program be articulated vertically, at least through the elementary school
- that the program meet a minimum of every other day for a minimum average of 75 minutes per week
- that it be within the school day and continue throughout the entire school year
- that the program result in language proficiency outcomes

Zimmer-Loew: Is our statement about the language outcomes clear enough?

Met: To be honest, I do not think our statement about the language proficiency outcomes is sufficient, but I cannot think of anything better.

Curtain: Sometimes we have to make a general statement and get down to specifics later on. If we decide to use ACTFL proficiency guidelines and develop a test based on those, then we will be able to spell this out more clearly. The important thing is that we know what we mean by this and that we are able to explain it to someone else, as far as we are looking at some kind of language skills the student can produce.

Rosenbusch: Something that might tie in the search for programs and what we are doing here is that if this were published as the guidelines for FLES programs, and then a call for identification of programs that meet these guidelines were made, we could develop a directory helpful to people who are setting up a program. That ties everything together. If my program does not meet the guidelines, then I get the message that these criteria are important, right?

Bartz: I think the program should ensure the ability to communicate in the language. You are communicating when you are interacting with other people; not just being able to count, or not just able to name the colors, or just listing things. Communication is being able to interact with people in a different language--whether verbally or in writing.

Pillot: The program must result in measurable language proficiency outcomes, with . . . production and comprehension of meaningful messages in a communicative setting.

Bartz: I have a problem with measurable.

Pesola: . . . involving the production and comprehension of meaningful messages in a communicative setting.

Met: So the only thing we have not resolved is the middle school question. Is there FLES in middle schools? Yes?

Curtain: In some places elementary school is defined as Kindergarten through eighth grade.

Pesola: Presecondary?

Curtain: That is a great idea!

Bartz: Throw out the term FLES and call it pre-secondary?

Pillot: . . . FLES programs are pre-secondary language programs that are . . .

Rosenbusch: Once some programs are identified, perhaps videotapes from those programs might be made available. That is really an effective way of communicating with school boards, because they can actually see what goes on in a class. Mimi's tapes on immersion teacher preparation were not intended for that purpose, but they do show communication. I used one of these tapes with our school board to show that the students can really communicate in the language even in the first grade, when they have had the opportunity to experience the foreign language intensively.

Pesola: . . . I think that is a desperate need, not only for publicity or for program planning, but for teacher preparation.

Bussiek: What I would like to see written up by the practicing classroom FLES teacher is lesson plans up to the last detail, where somebody writes down and shows how she or he teaches. Then I could say that this content-based, -related, -infused instruction has been done by this teacher; it works; the students love it, and the other teachers think it is the best invention since Einstein's theory of relativity. I cannot do it because I do not teach. But I want it done by the practicing classroom teacher, even if it is only one unit.

CONCLUDING STATEMENTS

Curtain: We have two goals that we set for ourselves. We said that we wanted to

1. Define the role of elementary school foreign language programs

We said we needed the time to address some of the hard issues that we are all facing; the issues that come up over and over again because we have not had the time to sit down and have a group of experts address the question. In order to do that we wanted to tie into what was already happening at the elementary school. That is the reason why we started out with Connie Gonser, so that she could set the tone. I think she did an outstanding job. I hope in our final publication we can refer to her work and fit ourselves into the framework of the elementary school. We also wanted to

2. Make a contribution to the foreign language profession at large

We wanted the AATG with the support of the Goethe-Institut to be able to make a contribution from the German profession to the body of literature in elementary school foreign languages and contribute to the idea that there are a variety of languages, so that there will be a place for German in the elementary school. I think that we have come a long way toward achieving those goals, although we are certainly not finished.

Bussiek: Any more closing statements?

Kirsch:* I have seen my role as a listener. And I go back home filled with American knowledge. Horst's wish to have a concrete lesson plan or lesson unit I support very much. A synopsis of existing lesson plans could be an outcome of this meeting.

In December 1991 in Munich there will be a conference on immersion. I am taking along a lot of good ideas about how this debate could be continued in Munich on the topic of immersion. The results here and the debate have to go through a filtering process so that purely American elements are taken out because this is a worldwide undertaking of the Goethe-Institut. But the American model can be a model for other countries.

Curtain: May I add that I hope people will learn from our mistakes. We have had programs functioning now for a long time in some cities, brand-new programs in others, and some mistakes have been made along the way. I hope that we can learn from those and that we can be of service, both in our successes and our failures.

Kirsch:* Initiated by the Goethe-Institut and published in Germany, there will be a journal for elementary schools available in October 1991. It will appear three times a year, and it will be a forum to present the different regions of the world, to describe theoretical developments and experiences. But the major attraction will be results of concrete lessons, similar to the path of the special edition of Primarschule Deutsch. And it could be similar to the publication FLES NEWS.

Pesola: There will eventually be an international network of early language learning.

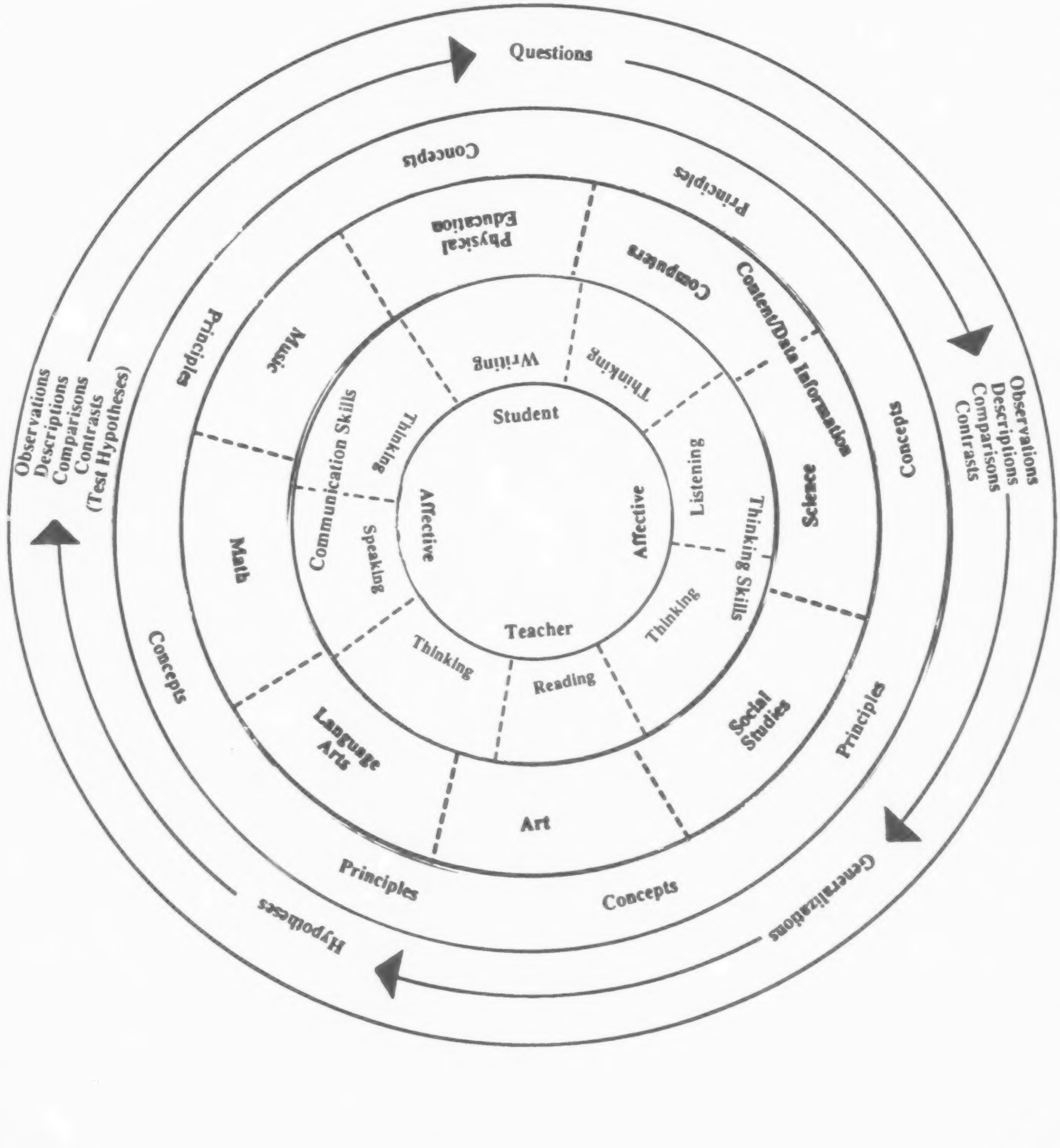
Bussiek: You have heard through comments of the *Kinder Lernen Deutsch* team that the original planning is to continue this kind of symposium for at least another two years. Next year, the whole complex of teacher training will be addressed, and the year after, the whole issue of articulation. Both of these have loomed large in what we have been saying today, because obviously these topics cannot be neatly separated.

Zimmer-Loew: On behalf of the AATG, thanks to all of you for being here. Thanks particularly to the Goethe-Institut in Munich and here in New York and particularly to Claudia Hahn-Raabe for supporting this enterprise.

APPENDIX A

LEARNING AND TEACHING MODEL

Learning and Teaching Model


Questions
Observations
Descriptions
Comparisons
Contrasts
Generalizations
Hypotheses
Observations
Descriptions
Comparisons
Contrasts
(Test Hypotheses)
Concepts
Principles
Concepts
Principles
Concepts
Principles
Concepts
Principles
Content/Data Information
Physical Education
Computers
Science
Social Studies
Art
Language Arts
Math
Music
Communication Skills
Thinking Skills
Writing
Thinking
Listening
Thinking
Reading
Thinking
Speaking
Thinking
Student
Teacher
Affective
Affective

APPENDIX B
READING/LITERATURE

Student Reading Behaviors, Skills, and Attitudes Developed Through Instruction and Experiences

MICHIGAN DEFINITION OF READING: Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.

Student Outcomes	Emerging Reader ⟶	(Student independence increases along this continuum.) ⟶	Fluent Reader
BEFORE READING The student expects to make sense of reading and uses text features (illustrations, etc.) and experiences to make predictions.	Begins to relate prior knowledge to text Predicts type of text Understands purpose	Activates prior knowledge Predicts type of text Establishes purposes	Activates prior knowledge Predicts type of text and author's purpose Sets own purpose
DURING READING The student uses prior knowledge, monitors understanding, and uses appropriate strategies to make sense of what is read.	Thinks about what may happen and uses predictions to unfold the text Participates in reading pattern and predictable language Confirms and revises predictions Uses decoding strategies (context clues, phonics, structural analysis) Expands vocabulary Makes inferences Knows how stories and books work	Makes predictions with greater accuracy Confirms and revises predictions Independently uses decoding strategies Expands vocabulary Makes inferences Recognizes the elements of fiction (characters, setting, plot, theme) Recognizes the structure of non-fiction (major idea & supporting details)	Makes predictions with greater accuracy Confirms and revises predictions Independently uses decoding strategies Expands vocabulary Makes inferences and draws conclusions Identifies the elements of fiction Identifies the structure of non-fiction Adjusts rates to accommodate purpose, style and difficulty of text
AFTER READING The student recalls information from text(s) and integrates it with prior knowledge.	Retells the story Makes inferences Generalizes what was learned from the text to different or new situations Is eager to explore & return to books Evaluates and reacts critically Understands that different genre exist	Summarizes the text for retelling Makes inferences Generalizes what was learned from the text to different or new situations Reads a variety of literature by choice Evaluates and reacts critically to text Identifies genre Analyzes & reflects upon personal reading performance	Summarizes the meaning of the major concept or theme Makes inferences and draws conclusions Generalizes what was learned from the text to different or new situations Reads a variety of literature independently Evaluates and reacts critically to text Identifies a greater variety of genre & themes Understands author's writing techniques (figurative language, style) Analyzes and reflects upon personal reading performance

Literature

Literature includes all language that communicates through words spoken, written or implied. Studying literature enables students to enlarge their world by experiencing vicariously other times, places, and events; by acquiring new information; and by gaining insights into themselves and the human condidition.

Form		**Genre**		
		Emerging Reader →		Fluent Reader
Poetry		Nursery rhymes Rhymes Nonsense verse Contemporary poetry	Rhymes Contemporary poetry Lyric poetry Limericks	Contemporary poetry Lyric poetry Narrative poetry Ballads
Drama		Plays	Plays	Plays
Prose	Fiction Fantasy	Fairy tales Folktales Wordless books Cartoons Modern fantasy	Fairy tales Folktales Fables Tall tales Modern fantasy	Fairy tales Folktales Fables Tall tales Myths & legends Modern fantasy Science fiction
	Fiction Realistic	Contemporary fiction	Contemporary fiction Mysteries	Contemporary fiction Mysteries Historical fiction
	Non-fiction Expository	Informational books A B C books	Informational books Biographies/Autogiographies Textbooks Magazines Reference books	Informational books Biographies/Autobiographies Textbooks Magazines Reference books Newspapers
	Non-fiction Persuasive			Essays Advertisement Editorials

APPENDIX C
SCIENCE

K-6 Student Outcomes

Elementary Science Curriculum

CONCEPTS* *Skills*	**Strands**	**Kindergarten**	**First Grade**	**Second Grade**	**Third Grade**	**Fourth Grade**	**Fifth Grade**	**Sixth Grade**
ORGANIZATION *Classifying, ordering, and arranging objects and organisms* **CAUSE & EFFECT** *Searching for causes and explanation* **SYSTEMS** *Tracing the movement of matter, energy and information through a specific pattern* **SCALE** *Measuring size & relative proportion* **MODELS** *Understanding the idea of representation* **CHANGE** *Observing and describing changes in the world* **STRUCTURE AND FUNCTION** *Relating the ways objects and organisms look to what they do* **VARIATION** *Discovering degrees of differences and similarities along a continuum* **DIVERSITY** *Recognizing existence of many types of objects and organisms*	**Earth Science**	Bodies in the sky - sun, earth, moon, stars, planets Seasons - characteristics and changes	Earth (solid) rocks, minerals, fossils, natural resources (geosphere) Weather -changes in weather	Earth's water cycle - fresh water, oceans, atmosphere (hydrosphere)	Earth in our solar system- earth, moon, causes of seasons, space technology (atmosphere)	Earth changes- land masses, eroding and depositing, movement, (geosphere)	Earth's structure internal, plate tectonics, earthquakes, volcanoes (geosphere)	Earth - climate and geological ages, space and ocean technology (atmosphere)
	Physical Science	Solids, liquids and gases	Characteristics of matter (e.g., texture, shape, color, size, etc.) Simple magnets	Light and color Sound vibration, loudness, pitch	Simple machines - purpose Simple circuits	Types of energy and sources- chemical, mechanical, electromagnetic, nuclear	Force and motion Electrical systems	Weather systems- pressure, wind, temperature humidity
	Life Science	Living and non living Plants and animals	Habitats Requirements for survival: food water air shelter space	Life cycles - plants, animals	Populations- predator/prey, food webs and chains, adaptations	Cells and organisms Heredity	Environment: heat light soil water air Ecology	Ecosystem- water cycle, oxygen-carbon dioxide cycle, pollutant, food-mineral cycle

*To the degree possible, students in K-6 should use all skills and concepts in all three strands. Once a topic is introduced, it may be expanded at other levels.

School District of the City of Royal Oak 5/91

SCIENCE

Goals for Curriculum and Instruction in K-6 Science*

- Δ to develop children's innate curiosity about the world;
- Δ to broaden children's procedural and thinking skills for investigating the world, solving problems, and making decisions;
- Δ to increase children's knowledge of the natural world;
- Δ to develop children's understanding of the nature of science and technology; and
- Δ to develop children's understanding of the limits and possibilities of science and technology.

It is Important for Children to Learn the Ethics of Science

1. Desiring knowledge -- a disposition toward knowing and understanding the world.
2. Skepticism -- a disposition to question authoritarian statements and self-evident truths about the natural and physical world.
3. Relying on data -- using data as the basis for rigorous testing of ideas and respecting the facts as they accrue.
4. Accepting ambiguity -- data are seldom compelling and scientific information seldom proves something. New questions arise out of ambiguity.
5. Willingness to modify explanations -- a willingness to change original explanations when the evidence suggests different ones.
6. Cooperation in answering questions and solving problems -- fundamental to the scientific enterprise.
7. Respecting reason -- the quality of reasoning that leads from data to conclusions to the construction of theories.
8. Being honest -- present data as they are observed, not as the investigator thinks they should be.

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*Getting Started in Science: A Blueprint for Elementary School Science Education, The Network, Inc.,Andover, Massachusetts and Biological Sciences Curriculum Study, Colorado Springs, Colorado

APPENDIX D
MATH

MATHEMATICS - Student Outcomes

The focus of mathematics instruction is problem solving which involves all levels of thinking using a concrete, pictorial, and symbolic approach.

		PROBLEM SOLVING AS A PROCESS		
		MENTAL ARITHMETIC AND ESTIMATION AS LIFELONG SKILLS		
STRANDS*	CONCEPTS	K-2	3-4	5-6
Whole Numbers and Numeration	**Oneness**	Sort,classify,count & estimate objects		
	Putting together	Demonstrate an understanding of the base ten system (Place Value)		
	Take Away **Difference** **Comparison** **Missing Addend**	Estimate, demonstrate and compute using addition and subtraction		
	Array **Grouping** **Partitioning**		Estimate, demonstrate and compute using multiplication & division	
Fractions /Decimals	**Part to part** **Part to whole**	Demonstrate equality and partitioning of objects	Add and subtract fractions using models and symbols	Multiply fractions using models and symbols
		Identify, order and compare fractional models and symbols		Add, subtract and multiply mixed numerals using models & symbols
				Demonstrate decimal place value using models and symbols
				Add, subtract, multiply and divide decimals using models and symbols
Ratio and Percent				Determine & verbalize ratios from practical situations
				Relate percentages to fractions and decimals
				Apply percentages to practical situations
Algebraic Ideas	**Variables**	Demonstrate an understanding of equal and unequal sets	Demonstrate an understanding of square & cube numbers using models	Recognize and use exponents and power notation
	Order of operations	Find solutions to open sentences	Recognize, demonstrate & apply the associative and commutative properties	Recognize, demonstrate and apply the distributive property

Measurement	**Time**	Read, interpret and use calendar and analog/digital clocks		
	Length	Recognize & compare units	Draw, measure and compute perimeter	
	Money	Recognize, count, and convert	Add, subtract, multiply and divide	
	Area/Volume		Draw, measure and compute area & volume using models & symbols	Draw, measure and interpret to scale
	Temperature	Fahrenheit	Celsius	
	Mass (weight)	Recognize and compare in units	Convert between units within a system	
	Capacity (liquid)	Recognize and compare in units	Convert between units within a system	
Geometry	**Shapes**	Recognize and name plane and solid shapes and their properties		
	Relations among shapes	Compare shapes by visualizing, sketching and constructing Congruence,Symmetry,Patterns		Measure and compare angles
		Create and manipulate two and three dimensional figures		
Statistics and Probability	**Tables & graphs**	Read and interpret graphs		Define & determine range, mean, frequency
		Collect, organize and/or graph data	Analyze data	Evaluate data
		Predict the likelihood of simple events		Define & determine probability & ratio
Technology	**Appropriate use of a calculator as a tool**	Use digit, function and operation keys		
	Calculator as a tool to go beyond basic skills to problemsolve	Interpret and apply the display	Recognize limitations of calculator	
	Appropriate use of the computer as a tool	Use digit, function and operation keys	Recognize limitations of computer	
	Computer as a tool to problem solve & access information			

*Once a skill is introduced, it is not repeated on the chart, however, it must be reinforced and expanded at succeeding levels. See ***An Interpretation of: The Michigan Essential Goals and Objectives for Mathematics Education.***

MATH

MATHEMATICS PHILOSOPHY

The focus of school mathematics K-12 is problem solving which involves all levels of thinking skills. Classroom instruction will emphasize concept development, a variety of problem solving strategies and computation skills providing for varying levels of student ability.

Manipulative materials such as objects, models and diagrams will be used to actively involve students in concrete learning experiences which proceed from the concrete to the pictoral and then to the symbolic or abstract.

The following mathematical processes will be emphasized:

conceptualization
problem solving
mental arithmetic and estimation
computation
the use of calculators and computers

Five Mathematics Goals for All Students:

- that they learn to value mathematics
- that they become confident in their ability to do mathematics
- that they become mathematical problem solvers
- that they learn to communicate mathematically
- that they learn to reason mathematically

GLOSSARY

analog clock: a clock with a face showing time by position of hands

array: In mathematics an orderly arrangements of objects or symbols in rows and columns 1,3,4,6

associative property: When you add or multiply numbers, you can change the grouping and the sum or product remains the same - (2 +3) + 5 = 2 + (3 + 5) (2 x 3) x 5 = 2 x (3 x 5)

commutative property: When you add or multiply numbers, the order does not change the sum or product. 2 + 3 = 3 + 2 3 x 4 = 4 x 3

concrete: materials that cannot be altered

convert between units within a system: inches into feet, cups into quarts not celsius into Farenheit

cube: multiply a number by itself 3 times 5 x 5 x 5 = 125 or $5^3 = 125$

digital clock: a clock showing time using digits rather than the position of hands.

digit keys - keys for number and alphabet symbols

distributive property: when you multiply a set of numbers, the same product results whether you multiply them as a set of numbers or as members of a set individually
3 (4 + 5) = (3 x 4) + (3 + 5)

function keys: computer - save, load calculator - clear, on/off, memory

median: the middle number of a set of numbers that are arranged in order

mean: the quotient obtained when the sum of two or more numbers is divided by the number of addends; the average

mixed number: a number that has a whole number and a fraction such as 2-3/4

operation keys: keys that execute an operation, e.g., calculator +, -, ÷ computer → ← ↑↓

partitioning: sort into equal groups

perimeter: the distance around a figure

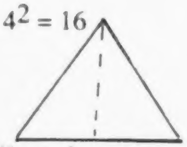
pictorial: a drawing representing the concrete

ratio: a pair of numbers used in making certain comparisons - the ratio of 3 to 4 can be written as 3/4

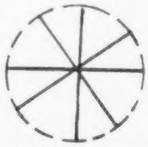
square: multiply a number by itself 4 x 4 = 16 or $4^2 = 16$

symbolic: the abstract 1, 2, 3,... +, -, ÷, x, =

symmetry: dividing a figure so that all the pieces match



bilateral symmetry



radial symmetry

variables: a number or quantity to which any of a set of values may be given

verbalize: an oral explanation by the student as opposed to restating the problem

APPENDIX E

AMERICA 2000

AMERICA'S EDUCATION GOALS

By the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Improving elementary and secondary student achievement will not require a national curriculum, but it will require that the nation invest in developing the skills and knowledge of our educators and equipping our schools with up-to-date technology. The quality of teachers and teaching is essential to meeting our goals. We must have well-prepared teachers, and we must increase the number of qualified teachers in critical shortage areas, including rural and urban schools, specialized fields such as foreign languages, mathematics and science, and from minority groups.

--from America 2000
an Education Strategy
Sourcebook (19)

APPENDIX F

TOTAL AND PARTIAL IMMERSION PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1991

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1991

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Alaska	Anchorage School District/Baxter	-Started 1988 -Partial immersion -Special grant	1	75 Grades 3-5	1	Spanish	Bruce Lamm, Principal Baxter Elementary School 2991 Baxter Rd. Anchorage, AK 99504 907-333-6559
Alaska	Anchorage School District/Sandlake	-Started 1989 -Partial immersion	1	124+ Grades 1-3	3	Japanese	Denice Clyne, Principal Sandlake Elementary School 7500 Jewel Lake Rd. Anchorage, AK 99502 907-243-2161
California	Culver City Unified School District	-Started 1971 -Total immersion -Local funding -Magnet school -Two-way immersion	1	180+ Grades K-5	6	Spanish	Dennis Fox, Principal E. Rincon Elementary School 11177 Overland Ave. Culver City, CA 90230 213-839-5285
California	Davis Joint Unified School District	-Started 1982 -Total immersion -Local funding and parental assistance -Grades 7-9: Spanish for Spanish speakers class	3	400 Grades K-6	14	Spanish	Mary Lin Pitalo Davis Joint Unified School District 526 B St. Davis, CA 95616 916-757-5357
California	Long Beach Unified School District	-Started 1989 -Total immersion -Local funding -Will continue to add one grade each year until it is a K-5 program -Magnet school	1	121 Grades K-2	4	Spanish	Janice McNab, Principal Patrick Henry Elementary School 3720 Canehill Ave. Long Beach, CA 90808 213-421-3754
California	San Diego City Schools	-Started 1977 -Total immersion for K-6 Partial immersion 7-12 -Special funding in initial years; magnet funding now -Two-way immersion also available K-6 (117 students)	5 (includes 2 secondary schools)	711 Total imm. 97 Partial imm.	37	French Spanish	Tim Allen, Director of Second Language Education San Diego City Schools Education Center 4100 Normal St. San Diego, CA 92103-2682 619-293-8096

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1991

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
California	San Francisco Unified School District/Buena Vista	-Started 1983 -Total immersion -Grades K-1: 90% immersion (English is oral enrichment) -Grade 2: 80% immersion (transfer to English reading) -Local funding -Two-way immersion	1	340	12	Spanish	Linda Luevano, Principal Buena Vista Elementary School 1670 Noe St. San Francisco, CA 94127 415-695-5875
California	San Francisco Unified School District/West Portal	-Started 1984 -Total immersion (with 80% Chinese, 20% English) -Local funding -Two-way immersion	1	150	6	Cantonese	Liana Szeto, Program Resource Teacher West Portal Elementary School 5 Lenox Way San Francisco, CA 94127 415-731-0340
California	San Jose Unified School District	-Started 1986 -Total immersion -Local and state funding -Two-way immersion -Magnet school	1	265 Grades K-6	9	Spanish	Linda Luporini-Hakmi, Resource Teacher or Rosa G. Molina, Principal Billingual Immersion Program Washington at River Glenn 1610 Bird Ave. San Jose, CA 95125 408-998-6240
California	Stockton Unified School District	-Started 1987 -Total immersion in K shifting to partial immersion by grade 5 -Federal and state funding -Magnet school -Articulated with junior and senior high programs	1	174 Grades K-5	4 English 6 Spanish	Spanish	Ann Tuliao Valenzuela Multilingual Multicultural School 419 E. Downing Stockton, CA 95206 209-944-4275
District of Columbia	District of Columbia Public Schools/ Oyster	-Started 1971 -Partial immersion -Local funding -Two-way immersion	1	310 Grades PreK-6	12 English 12 Spanish	Spanish	Paquita Holland, Principal Oyster Elementary School 29th and Calvert Sts., NW Washington, DC 20008 202-673-7277

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
District of Columbia	Rock Creek International School	-Started 1988 -Partial immersion -Tuition (independent school)	1	75	10	French Spanish	Daniel Hollinger Headmaster Rock Creek International School 2200 California St., NW Washington, DC 20008 202-387-0387
District of Columbia	Washington International School	-Started 1966 -Total immersion, Nursery & Kindergarten -Partial immersion, grades 1-8 -Tuition (independent school) -Additional option of a Dutch language & literature program, grades 4-12 -I.B. in grades 11 & 12	1	610 Grades PreK-12	98	Dutch French Spanish	Anne-Marie Pierce, Head Washington International School 3100 Macomb St., N Washington, DC 20008 202-364-1818
Florida	Dade County Public Schools	-Started 1985 -Partial immersion -French, German and Spanish governments provide funding -Binational curricula	3	823 Grades 2-10	18	French German Spanish	Wally Lyshkov Dade County Public Schools 1410 NE 2nd Ave. Room 300 Miami, FL 33132 305-995-1961
Hawaii	Hawaii, Kauai, Leeward, Maui and Windward School Districts	-Started 1987 -Total immersion -State funding	5	251	13	Hawaiian	Richard Port Hawaii State Department of Education Office of Instructional Services General Education Branch 189 Lunalilo Home Rd. Honolulu, HI 96825 808-396-2529

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1991

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Illinois	Chicago Public Schools	-Started 1975 -Partial immersion -Two-way immersion: classes include 60% native Spanish speakers and 40% native English speakers -Local, state, bilingual, and OEEO funding -Magnet school	1	630 Grades PreK-8	37	Spanish	Eva Helwing, Principal Inter-American Magnet School 919 W. Barry Chicago, IL 60657 312-880-8190
Illinois	Intercultura School	-Started 1985 -Total immersion -Tuition (independent school) -After school immersion program	1	65	7	French Japanese Spanish	Michael Rosanova Intercultura Foreign Language Immersion Montessori School 1145 Westgate Oak Park, IL 60301 708-848-6626
Kentucky	Fayette County Schools/Lexington	-Started 1990 -Partial immersion -Local funding -Magnet school	1	95 Grades 1-2	2 English 2 Spanish	Spanish	Michael Wells, Principal Maxwell Elementary 301 Woodland Ave. Lexington, KY 40508 606-254-3555
Kentucky	Jefferson County Schools/Hawthorne	-Started 1989 -Partial immersion -State funding	1	200 Grades K-3	4	Spanish	David Cooker or Patricia Lambert, Principal Hawthorne Elementary 2301 Clarendon Ave. Louisville, KY 40205 502-473-8263
Kentucky	Jefferson County Schools/St. Matthews	-Started 1989 -Partial immersion -Two year grant -Local funding starting 1991-92	1	96	4	French	Donna Duncan-Kemp, Principal St. Matthews Elementary 601 Browns La. Louisville, KY 40207 502-473-8322
Louisiana	Assumption Parish	-Started 1990 -Partial immersion -MFP/State department parish funding	1	60	2	French	Carol Aucoin, Principal Pierre Part Primary School 3323 Highway 70 Pierre Part, LA 70339 504-252-9415

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1991

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Louisiana	Calcasieu Parish/ Frasch	-Started 1987 -Partial immersion -Local and state funding	1	80 Grades K-3	4	Spanish	Ricky Truax Roderick, Principal Frasch Elementary School 540 South Huntington St. Sulphur, LA 70663-4495 318-527-6894
Louisiana	Calcasieu Parish/ Henry Heights	-Started 1991 -Partial immersion -Local and state funding	1	25 Grade K	1	French	Gerald Simmons, Principal Henry Heights Elementary School 3600 Louisiana Ave. Lake Charles, LA 70605-3096 318-477-5020
Louisiana	Calcasieu Parish/ Prien Lake	-Started 1983 -Partial immersion -Local and state funding -Articulated with middle school	1	150 Grades K-5	7	French	Odell Dyer, Principal Prien Lake Elementary School 3741 Nelson Rd. Lake Charles, LA 70605 318-477-5586
Louisiana	Calcasieu Parish/S.J. Welsh	-Started 1988 -Partial immersion -Local and state funding -30% of day taught in target language: social studies and French language	1	35	2	French	John Garner, Principal S.J. Welsh Middle School 1500 W. McNeese St. Lake Charles, LA 70605-4242 318-477-6611
Louisiana	District 3	-Started 1990 -Partial immersion	1	30 Grades K -1	2	Spanish	Mary Lewis, Principal Wm. C.C. Claiborne Magnet School 4617 Mirabeau Ave. New Orleans, LA 70126 504-286-2630
Louisiana	St. Martin Parish	-Started 1989 -Partial immersion	1	50 Grade K 25 Grade 1	2	French	Charlene T. Leblanc Principal Cecilia Primary School P.O. Box 97 Cecilia, LA 70521 318-667-6700

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1991

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Maryland	Montgomery County Public Schools/ Rolling Terrace	-Started 1983 -Partial immersion -Small outside funding	1	300 Grades K-6	9	Spanish	A. Robyn Mathias, Principal Rolling Terrace Elementary School 705 Bayfield St. Silver Spring, MD 20912 301-431-7600
Maryland	Montgomery County Public Schools/Oak View	-Started 1974 -Total immersion -Articulation with jr. high: one subject course per year for former immersion pupils -Small outside funding	1	272 Grades K-6	10	French	William Baranick, Principal Oak View Elementary School 400 E. Wayne Ave. Silver Spring, MD 20901 301-650-6434
Maryland	Montgomery County Public Schools/Rock Creek Forest	-Started 1977 -Total immersion -Local funding -Magnet school	1	143 Grades K-6	7	Spanish	Sandra Walker, Principal Rock Creek Forest Elementary School 8330 Grubb Rd. Chevy Chase, MD 20815 301-650-6410
Maryland	Prince George's County Public Schools	-Started 1986 -Total immersion -Local, state, and federal funding -Magnet schools	2	351+ Grades K-5 expanding to grade 8	17	French	Pat Barr-Harrison Foreign Language Supervisor Prince George's County Public Schools 7801 Sheriff Rd. Landover, MD 20785 301-386-1519 or Marie Cecile Louvet Immersion Specialist Rogers Heights Elementary School 4301 58th Ave. Bladensburg, MD 20710 301-864-8833

For general information on Montgomery County immersion programs contact:
Myriam Met, Foreign Language Coordinator, MCPS, 850 Hungerford Dr., Rockville, MD 20850 301-279-3410

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1991

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Massachusetts	Holliston Public Schools	-Started 1979 -Total immersion K-2, partial immersion 3-4 -Partial immersion offered in middle school -Local funding	1	125	5	French	Anne Towle Miller Elementary School Woodland St. Holliston, MA 01746 508-429-0667
Massachusetts	Milton Public Schools	-Started 1987 -Total immersion 1-2, partial immersion 3-5 -Local funding	2	220+ Grades 1-5	8	French	Mary B. Schofield Asst. Supt. of Schools Milton Public Schools 44 Edge Hill Rd. Milton, MA 02186 617-696-7220
Michigan	Detroit Public Schools	-Started 1984 -Total immersion -Local funding and parental assistance	1	450 Grades K-7	22	French Japanese Spanish	Ineala D. Chambers, Principal Foreign Language Immersion & Cultural Studies School 3550 John C. Lodge Detroit, MI 48201 313-494-0298
Michigan	International School	-Started 1981 -Partial immersion -Tuition (independent school) -Parental assistance	1	70 PreK-8	9	French German Italian Spanish	Teresa Carlson Academic Director The International School 30800 Evergreen Southfield, MI 48076 313-642-1178
Minnesota	Edina Public Schools	-Started 1991 -Total immersion -Local funding	1	100 K	2	French	Raymond Punkris World Lang. Coordinator Edina Public Schools 5701 Normandale Rd. Edina, MN 55424 612-920-2980

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Minnesota	Minneapolis Public Schools/ Jefferson School	-Started 1985 -Partial immersion -Local and federal funding -Math, sci., soc. studies, taught in Spanish	1	250 Grades K-8	9	Spanish	Art Lakoduk, Principal Jefferson School 1200 W. 26th St. Minneapolis, MN 55416 612-627-3193 or Lee Lundin, Consultant World Languages Minneapolis Public Schools 807 NE Broadway Minneapolis, MN 55413 612-627-2184
Minnesota	Minneapolis Public Schools/ Mt. Sinai	-Started 1991 -Partial immersion -Local funding -Magnet school -Ojibway and Dakota are FLES classes	1	90	4 1 1	French Ojibway Dakota	Donna Grant Mt. Sinai American Indian and French Language Program 2300 Chicago Ave. South Minneapolis, MN 55404 612-627-2202
Minnesota	Robbinsdale School District	-Started 1987 -Total immersion -Magnet school	1	450 Grades K-4	16	Spanish	Kathryn House, Principal Language Immersion School 1751 Kelly Dr. Golden Valley, MN 55442 612-546-7126
Minnesota	St. Paul Public Schools	-Started 1986 -Total immersion -Magnet school	1	400 Grades K-6	17	Spanish	Al Pieper, Principal or Valeria Brockton, Coordinator Spanish Immersion Adams School 615 S. Chatsworth St. Paul, MN 55102 612-298-1595
Missouri	Kansas City School District	-Started 1987 -Immersion and FLES -Local and state funding -Magnet schools -To be articulated through grade 12	10	3,050	98	French German Spanish	Paul A. Garcia Program Administrator International Studies School District of Kansas City 3500 E. Meyer Kansas City, MO 64132 816-871-0842

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
New York	Rochester City School District	-Started 1981 -Total immersion (except English reading) -Local funding with additional Chap. II funds -Magnet schools	5	210 Grades 1-3	6	Spanish	Alessio Evangelista Director Foreign Language Dept. City School District 131 W. Broad St. Rochester, NY 14608 716-262-8315
North Carolina	Gates County School District	-Started 1988 -Partial immersion -Local and state funding -Small rural school district	1	121+	4	French	Alline B. Riddick, Director of Curriculum or Michael T. Conner, Director of Federal Projects P.O. Box 125 Gatesville, NC 27938 919-357-1113
North Carolina	Greensboro City Schools	-Started 1990 -Total immersion -Local funding -Magnet school	1	36 Grades K-1	3	Spanish	Ed Allred, Principal Jones School for Foreign Language and Cultural Arts 502 South St. Greensboro, NC 27406 919-370-8354
Ohio	Cincinnati Public Schools	-Started 1974 -Partial immersion in 7 schools; foreign language integrated into curriculum, e.g. art, music, and P.E. in 4 schools -Local funding -Magnet schools -Articulated with middle and high school	Partial immer:				Nelida Mietta-Fontana or Carolyn Andrade, Supervisors Cincinnati Public Schools 230 E. 9th St. Cincinnati, OH 45202 513-369-4804
			4	1,072	31	Spanish	
			2	732	22	French	
			Curric. integrated:				
			1	214	3	Spanish	
			1	271	4	French	
			1	614	5	German	
				70	2	Arabic	
				61	2	Chinese	
			1	109	2	Japanese	
				80	2	Russian	
			1 middle school	707	19	above langs.	

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Ohio	Columbus Public Schools	-Started 1987 -Total immersion -Local funding only -Magnet school -Articulated with junior and senior high	1	275 Grades K-5	10	French	Roger Coffman, Principal Kenwood Elementary School 3770 Shattuck Ave. Columbus, OH 43221 614-365-5502
			1	175 Grades K-5	8	Spanish	Ron Leithe, Principal Gladstone Elementary School 1965 Gladstone Ave. Columbus, OH 43211 614-365-5565
Oklahoma	Tulsa Public Schools (Independent School District #1)	-Started 1981 -Total immersion -Partial immersion in middle school -Local and federal funding	1	140	6	Spanish	Jerry D. Carr, Principal Eliot Elementary School 1442 E. 36th St. Tulsa, OK 74105 918-743-9709
Oregon	Ashland Public Schools #5	-Started 1991 -Local funding	1	21 Grades 1-3	1	French	Rose Marie Davis, Principal Lincoln Elementary School 885 Siskiyou Blvd. Ashland, OR 97520 503-482-2811
Oregon	Eugene Public Schools/Buena Vista (District 4J)	-Started 1983 -Partial immersion -Local funding -Magnet school -Program will continue to expand through middle school and an international H.S. program	1	245	12.5	Spanish	Ernie Carbajal, Principal Buena Vista Spanish Immersion School 1500 Queens Way Eugene, OR 97401 503-687-3368

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1991

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Oregon	Eugene Public Schools/Fox Hollow French (District 4J)	-Started 1983 -Partial immersion -Local funding -Magnet school -Program will continue to expand through an international H.S. program	1 elementary	250	12	French	Nancy Nelson, Principal Fox Hollow French School 5055 Mahalo Eugene, OR 97405 503-687-3177
		-Started 1989	1 middle school	90	2	French	Jim Slemp, Principal Roosevelt Middle School 680 E. 24th Eugene, OR 97405 503-687-3227
Oregon	Eugene Public Schools/Yugin Gakuen (District 4J)	-Started 1988 -Local funding -Magnet school -Will add one grade each year until it is a 1-12 program	1	150 Grades 1-4	7.5	Japanese	Darby Giannone, Principal Yugin Gakuen 250 Silver La. Eugene, OR 97404 503-687-3165
Oregon	Portland Public Schools	-Started Spanish 1987 -Started Japanese 1989 -Partial immersion -Local funding -Magnet school -Will continue to add 1 grade each year until it is a K-5 program -Middle and high school programs planned to receive magnet graduates	2	317 Spanish Grades K-4 156 Japanese Grades K-1	6 English 6 Spanish 3 English 3 Japanese	Spanish Japanese	Mary Jubitz Elementary Curriculum Coordinator Portland Public Schools 531 SE 14th Ave. Portland, OR 97214 503-280-5840
Pennsylvania	Pittsburgh Public Schools	-Started 1979 -Partial immersion -Twelve-year sequence in place as part of International Studies Program -IB option 11-12 grades	6	1,265	42	French German Spanish	Thekla Fall, Division Director Foreign Language Education Pittsburgh Board of Education Boggs C & S Center 850 Boggs Ave. Pittsburgh, PA 15211 412-488-2500

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Pennsylvania	Southern Lehigh School District	-Started 1989 -Total immersion -Local funding -Magnet school	1	48+ Grades 1-3	3	Spanish	Julia T. Moore, Principal Liberty Bell School 960 W. Oxford St. Coopersburg, PA 18036 215-282-1850
Tennessee	Oak Ridge City Schools	-Started 1990 -Partial immersion -Local and state funding -Two-year pilot	1	46	2	Spanish	Karleen Richter, Principal Woodland Elementary School Oak Ridge, TN 37830 615-482-8532
Texas	Fort Worth Independent School District	-Started 1983 -Partial immersion -Local funding	1 elementary 1 middle	104 Grades K-7 15	7	Spanish	Annette Lowry, Foreign Language Dept. Ft. Worth Independent School District 3210 W. Lancaster Ft. Worth, TX 76107 817-927-0528
Utah	Alpine School District/ Cherry Hill	-Started 1978 -Total immersion -Local funding	1	160 Grades 1-6	5	Spanish	Karl H. Bowman, Principal Cherry Hill School 250 East 1650 South Orem, UT 84058 801-227-8710
Utah	Alpine School District/ Manila	-Started 1984 -Total immersion -Local funding	1	27 Grades 5-6	1	Spanish	John Burton, Principal Manila School 1726 N 600 W Pleasant Grove, UT 84062 801-785-8720
Utah	Alpine School District/ Meadow	-Started 1983 -Total immersion -Local funding	1	152 Grades 1-6	6	Spanish	Sonia Rasband, Principal Meadow School 176 S 500 W Lehi, UT 84043 801-768-3569
Utah	Alpine School District/ Northridge	-Started 1983 -Partial immersion -Local funding	1	132 Grades 1-6	3	Spanish	Bruce Farrer, Principal Northridge School 1660 N 50 E Orem, UT 84057 801-227-8720

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1991

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Utah	Alpine School District/ Windsor	-Started 1982 -Partial immersion -Local funding	1	175 Grades 1-6	5	Spanish	Steve Cherrington, Principal Windsor School 1315 N Main Orem, UT 84058 801-227-8745
Virginia	Alexandria City Public Schools	-Started 1991 -Partial immersion -Local funding -Two-way immersion	1	22	1	Spanish	Sally Evans Alexandria City Public Schools Howard Administration Building 3801 W. Braddock Rd. Alexandria, VA 22302 703-824-6680
Virginia	Arlington County Public Schools	-Started 1986 -Partial immersion -Local funding -Two-way immersion	1	105 Grades 1-5	6	Spanish	Marcela von Vacano or Kathie Panfil, Principal Key Elementary School 2300 Key Blvd. Arlington, VA 22201 703-358-4210
Virginia	Fairfax County Public Schools	-Started 1989 -Partial immersion -Local funding -To be articulated with junior and senior high	8	729	16	French Japanese Spanish	Maria Wilmeth or Marty Abbott Fairfax County Public Schools 3705 Crest Drive Annandale, VA 22003 703-698-7500
Washington	Bellevue Public Schools	-Started 1986 -Total immersion -Adding middle school one grade at a time beginning 1991-92	1 elementary 1 middle school	172 50	7 2	Spanish Spanish	Greg Schell, Director of School Instructional Services Pre/K-5 Bellevue Public Schools P.O. Box 90010 Bellevue, WA 98009-9010 206-455-6028

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Wisconsin	Milwaukee Public Schools	-Started 1977 -Total immersion begins with 4 yr. old kindergarten -Local funding -Continuing immersion in middle school: social studies, language arts and math in 2nd language -Continuing immersion in high school: language arts and social studies in the 2nd language	3 elementary schools 1 middle school 1 high school	390 French, K-5 470 German, K-5 480 Spanish, K-5 475 Middle school 41 High school	63	French German Spanish	Helena Curtain Foreign Language Curriculum Specialist Milwaukee Public Schools P.O. Drawer 10K Milwaukee, WI 53201 414-475-8305

NOTE: This list includes elementary schools that teach all or part of their curriculum through a second language (referred to as total or partial immersion programs). The majority of these programs are for students whose native language is English and who are developing proficiency in a second language. A few sample "two-way immersion" programs (also known as "bilingual immersion" or "interlocking" programs), where classes include both native English and Spanish speakers learning both languages, are also included. For more information on *total and partial immersion programs*, contact:

Center for Applied Linguistics (CAL)
1118 22nd St., NW
Washington, DC 20037
(202) 429-9292

For a directory of *two-way immersion programs*, contact (after January of 1992) the National Center for Research on Cultural Diversity and Second Language Learning at CAL.

APPENDIX G

FOREIGN LANGUAGE PROGRAM ARTICULATION: BUILDING BRIDGES FROM ELEMENTARY TO SECONDARY SCHOOLS

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS

ERIC Digest

Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School

Prepared by Jo Anne Wilson

November 1988

Foreign languages are currently enjoying attention unparalleled since the heyday of the early 1960s. There is a renewed interest in and emphasis on elementary school programs that are generally referred to under the broad heading of Foreign Languages in the Elementary School, or FLES. The emphasis on FLES in the 60s did not lead to the anticipated proliferation of second language programs because of a lack of realistic program goals and adequate planning, inattention to sound curricula and appropriate instructional materials, and failure to place qualified teachers in FLES classrooms. It is crucial, therefore, that current attention focus on these elements which are so vital to successful FLES programs. Even with these elements carefully in place, articulation remains a critical factor in the development of a successful K-12 language program.

What Is Foreign Language Program Articulation?

For the educational practitioner, articulation is the process of providing a smooth and logical transition from an elementary to a secondary program and ensuring continuity from one FLES classroom to another. This kind of academic sequencing provides opportunities for those students with both the interest and ability to continue their elementary school language study at the secondary level. Articulation can be viewed from two perspectives: horizontal and vertical.

Horizontal articulation focuses on outcomes, teaching strategies, materials, and evaluation within a course level. If language instruction is offered in more than one elementary school in a district, such instruction should be based on a common curriculum. Teachers from different schools or classrooms must address the same objectives at each course level, while utilizing similar strategies and instructional materials.

Vertical articulation refers to the direction of the curriculum between levels of schools (Lange, 1982). Successful articulation from elementary to secondary programs requires continuous and open communication with teachers at all levels. Thus, secondary programs must provide courses that are appropriate to those students who began language study in elementary school. These students should not be placed with beginners in a middle or junior high school. Most current secondary foreign language programs are designed as entry level courses for students with no previous language study. Secondary schools may need to develop several program tracks to serve the needs of the elementary school language learner. Some districts have found it practical to offer the continuation of the elementary language in a specific secondary school within the district.

Secondary school administrators need to be informed about the types of elementary language programs in their district and to work with the language teachers to accommodate those experienced learners who want to continue language learning at the secondary level. Secondary school administrators also need to work closely with the elementary administrators and teachers to develop a program that will recognize the previous learning of the student and enable that learning to become a foundation for continued language development. The major responsibility for readjustment rests with the secondary schools, where curriculum, methods, and instructional materials must be revised. Such revision must accommodate language students who are drastically different from those who have historically begun language study at the secondary level. Those secondary teachers who have embraced a view of language learning as linear and grammatically based must begin to recognize the value of the communicative skills acquired by the elementary learner where emphasis has been primarily in the skills of listening and speaking. The growing emphasis on teaching language for communication at all levels, and the recognition of language learning as a cyclical process during which the learner acquires needed skills in listening, speaking, reading, and writing simultaneously, acknowledge the value of what learners can *do with* the language as contrasted with what they *know about* the language.

Are There Specific Models For Foreign Language Articulation?

The Ferndale, Michigan FLES program had been in place for nine years when, in 1987, the district faced the question of what to do with the growing number of FLES students entering secondary school. The existing middle school language program was dropped, and the next entry point for beginning language instruction was designated as grade 9. Students from all eight elementary schools are now offered the option of continuing their second language study in either one of the district's two middle schools.

Grades K-6:	Sequential FLES
Grade 7:	Secondary Level 2
Grade 8:	Secondary Level 2 (continued)
Grades 9-12:	Levels 3-6

For further information, contact: Lynne Haire, Ferndale High School, 881 Pinecrest, Ferndale, MI 48220, Tel: 313-548-8600.

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Washington, DC 20037

Flint, Michigan's French FLES is offered in three of the district's thirty elementary schools. These schools are designated magnet schools. Students who want to continue their study of French at the middle school level can attend a designated magnet middle school. Sixth grade students apply for admission with the prerequisite of at least three years of instruction in one of the three elementary programs and/or the recommendation of their teacher. Students who complete the two-year middle school sequence are then offered the option of entering a second year French class in any one of the district's comprehensive high schools.

Grades K-6:	Sequential FLES instruction
Grade 7:	Secondary Level 1
Grade 8:	Secondary Level 1 (continued)
Grades 9-12	Levels 2-5

For further information, contact: Barbara Young, Cody Elementary Academy, 3201 Fenton Rd., Flint, MI 48507, Tel: 313-767-1565.

A number of programs are reviewed in the National Commission Report prepared by the American Association of Teachers of French (Lipton, Rhodes, and Curtain, 1985). Each model reviewed indicates specific articulation sequencing. The most successful examples of elementary to secondary articulation come from those districts where the language programs are based in magnet schools. In Cincinnati, Ohio, students enrolled in the partial immersion program attend a middle school bilingual academy in grades 6-8 . In Milwaukee, Wisconsin, students from the immersion elementary schools attend an immersion middle school.

How Can Foreign Language Articulation Be Planned?

Successful articulation between elementary and secondary schools occurs with ongoing communication and cooperation on the part of foreign language teachers at all levels (Pesola,1988). The ACTFL Proficiency Guidelines have considerable value as a starting point for the dialogue necessary to open and maintain communication. The proficiency levels defined in the guidelines do not refer to the number of years of study or instructional time. The categories describe levels of performance that the learner has attained regardless of time spent studying the language.

Well-articulated programs will become a reality when teachers and administrators at all levels realistically face the issues involved. No FLES program should be started without consideration of the options open to those students who want to continue at the secondary level. At the outset, both elementary and secondary staff need to be involved in any planning committee. Such planning should set realistic program goals and develop a sound curriculum. Administrators, teachers, and parents need to be informed of all stages in planning. Such information must be provided in a timely fashion by holding open discussion meetings to clarify the desired goals of the program and to seek input from all concerned. With program goals and curriculum in place, and with qualified teachers in the classroom, a well-articulated sequential program has the potential to produce language learners able to communicate effectively in a second language.

The goal of language learning should be communicative competence. Language proponents must also be honest about the length of time needed to acquire that competence. Real language acquisition occurs only after years of study and effort. A well-articulated K-12 program can have a lasting effect and can produce individuals who are culturally and linguistically prepared to live in the 21st century.

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FLES News
National Network for Early Language Learning
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Silver Spring, MD 20904

This report was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI 88062010. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.

APPENDIX H

ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAMS

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS

ERIC Digest

Elementary School Foreign Language Programs

Prepared by Jane Reeves

September 1989

A wide range of elementary school foreign language programs have been designed for the English-speaking child. These programs vary in intensity and outcome, depending on the goals and the availability of time and resources. Before starting a new language program, teachers and administrators should consider all possible program models and select the one that corresponds best to their goals and available resources.

At one end of the spectrum are total immersion programs, where virtually all classroom instruction is in the foreign language. At the other end are foreign language experience (FLEX) programs, where classes may meet only once or twice a week and where the goal is not to develop language proficiency, but rather to introduce children to one or more foreign languages and cultures. Elementary school foreign language programs fall into the following broad categories: total immersion, partial immersion, content-based FLES (foreign language in the elementary school), regular (non content-based) FLES, and FLEX.

In the present *Digest*, we will discuss various FLES and FLEX options. (For more information on immersion programs, refer to the ERIC *Q & A*, *Foreign Language Immersion Programs*, by Myriam Met.)

What Is Regular FLES?

FLES programs were very popular in the 1960's and enjoyed much public and government support. During the 1970's, however, national priorities changed and support for FLES programs declined, causing many to be discontinued. The 1980's have seen the rebirth of FLES programs due, in part, to a renewed national emphasis on foreign language competency. The new FLES programs have learned from and improved upon the earlier ones.

FLES programs now focus less on the teaching of grammar, and more on the development of listening and speaking skills and on cultural awareness. Grammar is not ignored, but is learned indirectly rather than through direct instruction. FLES programs follow the natural sequence of language learning: understanding > speaking > reading > writing. The primary stress is on understanding and speaking. Instructional techniques appropriate for young children have been developed; physical activity and concrete experiences play an important role. Visuals, manipulatives, and realia are a crucial part of the FLES classroom, and the typical lesson plan includes songs, rhymes, games, play-acting with puppets, and other physical activities that appeal to the younger child.

FLES classes usually meet two to five times a week for 20 to 40 minutes at a time. In some schools, classes begin in kindergarten and continue through 6th grade, while in other schools they begin in 2nd, 3rd, or 4th grade. The level of proficiency attained by the students is usually directly related to the amount of time they spend using the foreign language.

What Is Content-Based FLES?

Content-based, or content-enriched, FLES differs from regular FLES in that subject content from the regular school curriculum is taught in the foreign language, thus the focus is not on (explicit) language instruction alone. Teachers integrate content learning with language development via activities where the main topics come from the regular curriculum content areas (i.e., social studies, mathematics, science) so that language is acquired in a meaningful context. These content-based activities can provide a framework for developing higher cognitive skills as well as a vehicle for both language learning and content learning. Because they spend more time using the foreign language and are exposed to a wider variety of topics, students in content-based FLES programs generally attain a higher level of proficiency than their counterparts in regular FLES programs.

What Is FLEX?

The goals of FLEX programs are to introduce students to a foreign language and culture, and to motivate them to pursue further language study. Unlike FLES classes, where all or most of the instruction is in the foreign language, FLEX classes are usually conducted in English, with some basic communication in the foreign language. Obviously, fluency in the foreign language is not an objective. In some cases, students are exposed to one language and culture for the duration of the school year, while in others, a sequence of two or three languages may be offered in the course of the year. Some elementary schools offer three one-year courses, each in a different language, during the last three years of elementary school, to help students decide which language to study in secondary school. The level of proficiency achieved is much lower than in FLES classes, but FLEX can serve a useful purpose by creating enthusiasm for language study in general.

When and Where Do Classes Meet?

In some schools, foreign languages are part of the regular school curriculum, and classes meet during the day. In other school districts, foreign language classes are sponsored by the PTA or by an independent group of parents, and while the classes are often held on school premises, they are obliged to meet before or after the regular school day. There are advantages and disadvantages to each situation. Classes that are part of the school day have little or no drop-out problem and are legitimized by being part of the curriculum. Staffing is less of a problem as language teachers usually prefer to work during the regular school hours and be regular faculty members. Sometimes, however, schools find it difficult to fit foreign language classes into the already overflowing elementary curriculum. When

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classes meet before or after school, encroaching on the regular school day's time is not a problem, but these classes have to compete with other extra-curricular activities. It can be difficult to attract enough students to form a class. Staffing is more of a problem as it is often difficult to attract competent teachers who can work the necessary hours, and who are willing to spend time traveling to and from schools to teach 30 minute classes.

Some language teachers have their own classroom, while others travel from one class to another. Most teachers seem to prefer having their own room, as it enables them to create a special environment without invading the space of the regular classroom teachers who usually appreciate having a period of time to work alone in their room.

How Are FLES and FLEX Programs Staffed?

The lack of availability of competent language teachers who have experience working with elementary school children is often a major problem. The criteria for good FLES teachers should include native or near-native fluency in the foreign language, an understanding of the culture(s) of or associated with the language, knowledge of second language learning processes and teaching methods, and experience working with young children. It is often difficult to find enough teachers who meet all these requirements, and schools sometimes have to train teachers who meet only some of the above criteria. These teachers include: a) elementary certified teachers who speak the target language, but are not trained to teach it, b) teachers certified to teach a foreign language at the secondary level but not to teach in an elementary school, and c) native speakers without teacher certification but with prior teaching experience. In addition, in FLEX classes, where exposure rather than proficiency is the goal, one can sometimes find elementary teachers who do not speak the foreign language learning the language along with the students.

When recruiting teachers for a foreign language program, it is important to remember that the students will not be able to achieve a higher degree of fluency than their teacher (assuming that their exposure to the language is limited to the classroom).

What Materials and Resources Are Available?

Publishers of foreign language texts have begun to heed the growing need for FLES materials. Although most programs still rely on teacher-developed materials, some authentic materials can be obtained directly from foreign countries through personal contacts or travel, other materials can be borrowed from the regular classroom, and garage sales often prove to be a good source of toys, puppets, etc. For a comprehensive list of ideas for stocking the FLES classroom, see chapter 12 of *Languages and Children - Making the Match* by Curtain and Pesola.

Conferences and workshops held by language teaching and advocacy organizations provide parents, teachers, and administrators with the means to stay abreast of new developments in the field. *FLESNews*, a newsletter published three times a year by the National Network for Early Language Learning, encourages the sharing of ideas, experiences, and information among FLES teachers. Many useful documents can be found through the ERIC system (available at most libraries), and the ERIC Clearinghouse on Languages and Linguistics has produced a number of bibliographies and fact sheets on foreign languages in the elementary school.

What Are the Hallmarks of a Successful Program?

Successful programs :

-have community and administrative support;
-are staffed by fully qualified teachers;
-have well-planned curricula, designed to meet program goals;
-have sufficient resources to carry out the program; and
-maintain high student interest and measurable achievement.

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This report (EDO-FL-89-01) was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062010. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.

APPENDIX I

FOREIGN LANGUAGE IMMERSION PROGRAMS

ERIC CLEARINGHOUSE
ON LANGUAGES AND
LINGUISTICS
Q&A

Foreign Language Immersion Programs

Prepared by Myriam Met

October 1987

This fact sheet is based on a more comprehensive article by Myriam Met entitled "Twenty Questions: The most commonly asked questions about starting a foreign language program" in the September 1987 issue of Foreign Language Annals.

What Is a Foreign Language Immersion Program?

Immersion is defined as a method of foreign language instruction in which the regular school curriculum is taught through the medium of the language. That is, the foreign language is the vehicle for content instruction; it is not the subject of instruction itself. Total immersion is one program format among several that range on a continuum in terms of time spent in the foreign language. In total immersion all schooling in the initial years is conducted in the foreign language, including reading and language arts. Partial immersion differs from total in that 50 percent of the school day is conducted in English right from the start. In partial immersion reading and language arts are always taught in English. Beyond that, the choice of subjects taught in each language is a local decision.

What Are the Goals of an Immersion Program?

Long-range goals of an immersion program include:
1. developing a high level of proficiency in understanding, speaking, reading, and writing the foreign language.
2. developing positive attitudes toward those who speak the foreign language and toward their culture(s).
3. developing English language skills commensurate with expectations for student's age and abilities.
4. gaining skills and knowledge in the content areas of the curriculum in keeping with stated objectives in these areas.

In the short run, Goal 3 may not be accomplished in full. Until English language arts are introduced, total immersion students usually do not perform as well as their monolingually educated peers on those sections of achievement tests that measure skills on English language mechanics. Although immersion students usually do well on measures of reading comprehension, they may have difficulty with English spelling, punctuation, and similar language-specific skills. Later, when English language arts instruction is formally introduced, this lag in achievement disappears.

In Total Immersion, When Is English Language Arts Instruction Introduced? How Much Instruction Is Given in English?

Different schools phase English in at different grade levels. The original model of total immersion pioneered in Canada introduced English language arts in the second grade with the ultimate goal of instruction being a 50-50 balance of languages in the upper elementary grades. Some schools do not introduce English language arts until fifth grade, and this seems to be a growing trend. Increasingly, experienced immersion educators are changing to an 80-20 ratio (foreign language to English) due to the insignificant differences in English language achievement whether the amount of instruction given in English constitutes 50 percent or 20 percent of the day; in contrast, there is a significant difference in students' continued growth in the foreign language when the percentage of time spent in that language drops from 80 to 50 percent.

What Eventual Effect Does an Immersion Program Have on the Participants' Verbal and Mathematical Skills in English?

Studies have consistently shown that immersion students do as well as, and may even surpass, comparable non-immersion students on measures of verbal and mathematic skills.

What Are the Key Ingredients of a Successful Immersion Program?

Successful immersion programs are characterized by:
- administrative support.
- community and parental support.
- qualified teachers. Teachers must be trained (and preferably experienced) in elementary education and specifically in the grade level to be taught. They must also have near native proficiency in the oral and written forms of the foreign language.
- appropriate materials in the foreign language.
- time for teachers to prepare instructional materials in the language.
- ongoing staff development.

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What Are the Advantages and Disadvantages of Total and Partial Immersion?

Total immersion has the advantage of being the most effective way of developing foreign language proficiency. Such proficiency does not come at the expense of achievement in English language arts or in other areas of the curriculum. The intensity of the immersion experience coupled with the sheer amount of exposure to the foreign language assures that students have the necessary language skills to deal with the abstractions of the curriculum in the upper elementary grades.

Total immersion, however, is not for everyone. Not all parents (or staffs or administrators) buy into the concept that students can learn just as much in a foreign language as in their own. Total immersion has the further disadvantage of requiring a teacher for each immersion class. Not only are immersion teachers somewhat difficult to find, but they may also end up displacing someone already on staff since most elementary schools do not already have qualified immersion teachers on board.

In contrast, partial immersion needs only half as many special teachers since each one may serve two immersion classes for one half day each. Therefore, it is easier to staff partial immersion, and the potential effect on current staff is lessened. Further, partial immersion is a more viable alternative for parents who feel uncomfortable with the idea of their children learning to read in a language other than English. Partial immersion seems to be more palatable to a wider range of parents and school personnel.

Unfortunately, partial immersion is not nearly as effective as total immersion. Students in partial immersion do not develop the level of foreign language proficiency developed by total immersion students. A consequence of this lower level of proficiency is that students have greater difficulty dealing with school curriculum in those subjects and grade levels which are characterized by verbal abstractions.

In the long run, partial immersion does not produce better English language achievement than in total immersion, although in the short run, the initial lag in achievement associated with total immersion does not occur in partial immersion.

At What Grade Level Is It Best to Begin an Immersion Program?

In the United States, most programs begin in prekindergarten, kindergarten, or Grade 1. Canadian educators report success with programs beginning with Grade 4 as well as in Grades 7-9. These programs, however, do not appear to serve the wide range of ability and achievement levels characteristic of pupils who enter immersion at the early grade levels.

What Kind of Commitment Should Be Required for Participants and Their Parents?

Many programs do not require a formal commitment from parents. Others ask parents to commit to keeping their child in the program for a minimum of six months or one year. Whether a formal commitment is required or not, extensive parent orientation prior to admitting students is important to ensure that parents (and where appropriate, students) understand the nature of the program.

Periodically, opportunities should be provided to address parents' questions and concerns that arise once their child is actually in the program. Frequent and close communication between school and parents helps to maintain the commitment parents made when choosing the program for their child.

How Are Immersion Programs Staffed?

Immersion requires teachers who are elementary trained and experienced and who have near native proficiency in the language. If current staff members meet these criteria, they are ideal candidates for positions in the program. Usually, however, schools find it necessary to employ new staff. Unless new students come into the school to justify additional positions, a new program frequently results in the unfortunate displacement of some current staff members.

Finding qualified immersion teachers can be difficult but not impossible. Some school systems are located in areas where elementary trained teachers who are fluent in the language may be residing right in the local community. Advertisements may be placed in newspapers of major cities where potential candidates may be found. In addition, some school systems have also been successful in recruiting teachers from abroad. Substitutes or permanent replacements are not often readily available; therefore, it is important to identify potential substitutes or replacements well before they are actually needed.

How Can a Program Be Started Without Terminating or Replacing Staff?

Existing staff does not need to be supplanted if additional students are recruited. If existing half-day kindergarten classes are expanded to full day, then additional kindergarten teachers will be needed---whether or not an immersion program is initiated. Although this will not solve staff displacement problems in the ensuing grades, it is possible that through a combination of an increase in the student population or through natural staff attrition displacement may be minimized.

Where Can One Get Materials for Use in an Immersion Program?

French materials are available from both Canadian and European sources, as well as a growing number of American publishers. Spanish materials may be acquired from publishing firms that offer Spanish-language versions of basal programs in reading and language arts, science, mathematics, and social studies. In addition to valuable information on immersion, an appendix on instructional materials in the forthcoming book, *Language and Children: Making the Match. Foreign Language Instruction in the Elementary School* by Helena Anderson Curtain and Carol Ann Pesola, provides useful information. The book will be available from Addison-Wesley, Reading, MA in April 1988 (price to be announced).

Parent–teacher interest groups and immersion materials resource centers, still in their infancy stages, are quickly gaining momentum in the field. Interested educators and parents may develop contacts in the field by writing one or all of the following centers or groups: (1) **CLEAR Resource Center,** 1118 22nd St., NW, Washington, DC 20037 for a list of materials and resources for immersion programs; (2) **Advocates for Language Learning (ALL),** P.O. Box 4964, Culver City, CA 90231, an advocacy group for parents and educators interested in early language learning; an $8.00 membership includes a quarterly newsletter and conference announcements; and (3) **National Network for Early Language Learning (NNELL),** Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037; membership includes a subscription to *FLES NEWS* three times a year and participation in special interest sessions at language conferences. An additional information source is the Canadian Association of Immersion Teachers, 1815 promenade Alta, Suite 101, Ottawa, Ontario, K1G 3Y6 Canada.

What Probable Effect Will an Immersion Program Have on the School's or School District's Existing Foreign Language Program?

Obviously, students who are in the immersion sequence cannot profit from instruction in regular foreign language courses. Immersion students are fluent in the foreign language by second or third grade. Therefore, provision should be made for their continued growth in the foreign language in the form of specially designed courses. These will be very similar to the language arts courses students receive in English.

The immersion program may also affect the attitudes of non-immersion students toward foreign language instruction. These students may be motivated by the positive attitudes and the proficiency of immersion students. Learning a foreign language may become a valued skill throughout the school because of the immersion program's popularity and success.

How Many Students Should a School Plan for?

The number of students in any given class is determined by the school's pupil/teacher ratio. Class sizes in public school immersion programs generally range from 20 to 35. Obviously, small class sizes are desirable.

In the course of the years there will naturally be attrition. Often, students who leave the program are not replaced. Therefore, it is important to determine the desired size of the cohort at the end of the program sequence and then project backwards to determine the appropriate size of the cohort upon program entry. For example, a school that wants to maintain a class of 20 fifth graders may begin with 40 kindergarteners or first graders.

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This report was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. 400–86–0019. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.

Office of Educational Research and Improvement ***U.S. Department of Education***

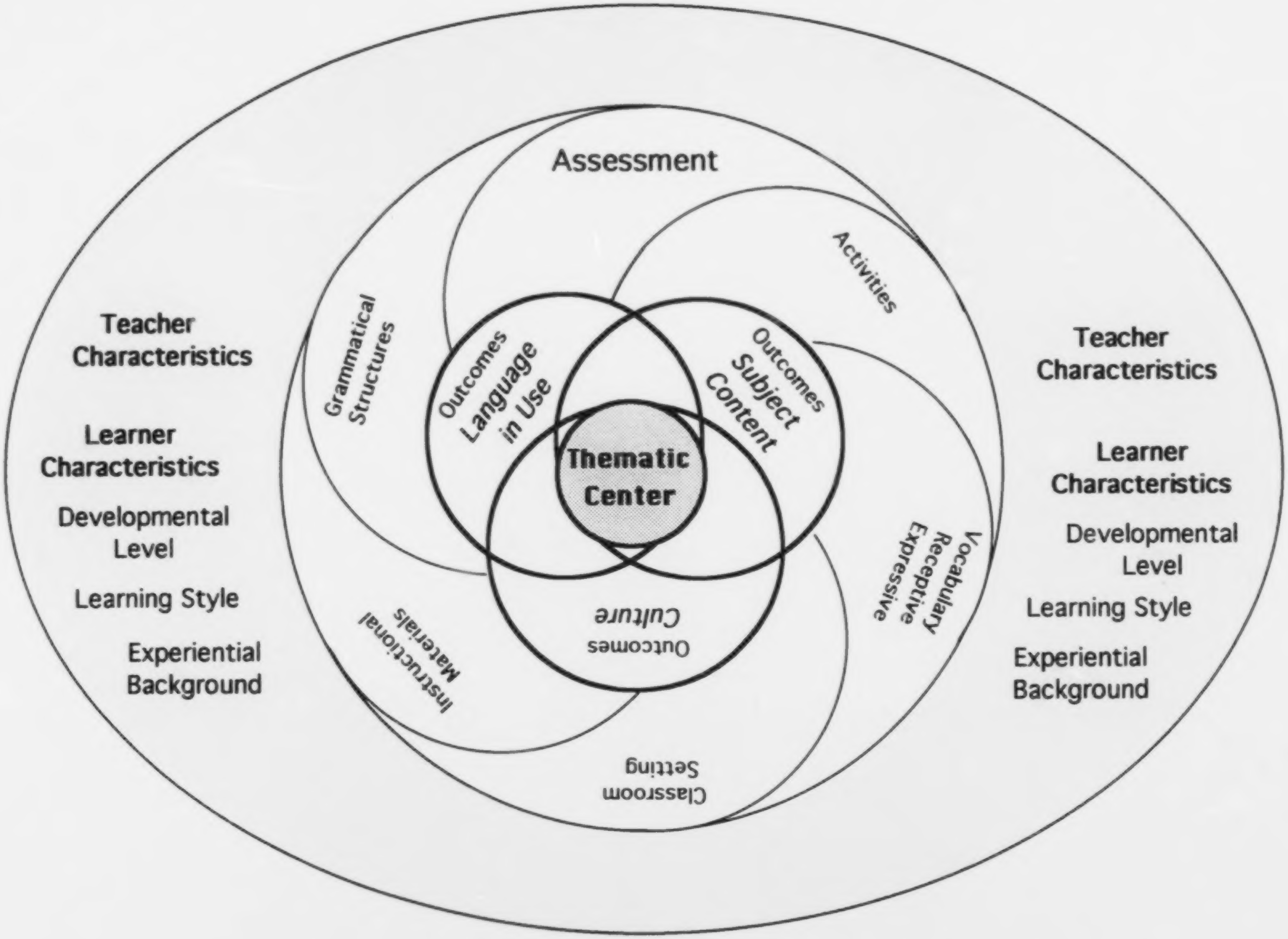
TOTAL AND PARTIAL IMMERSION PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1987

Note: At least 30 schools and/or school districts in the U.S. have total and/or partial immersion programs for native speakers of English at the elementary level. The brief list below includes four of the longest-running and most established programs. For a complete list of immersion programs, contact: The Center for Language Education and Research (CLEAR), Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Tel. (202) 429-9292.

SCHOOL DISTRICT/ CITY	COMMENTS	NO. OF SCHOOLS	NO. OF PUPILS	NO. OF TEACHERS	LANGUAGES	CONTACTS
Culver City, CA	-started 1971 -local funding -total immersion -magnet school	1	120	4	Spanish	Eugene Ziff, Principal El Rincon Elementary School 11177 Overland Ave. Culver City, CA 90230 (213) 839-5285
Milwaukee Public Schools, WI	-started 1977 -local funding -total immersion/ begins with 4 yr old kindergarten -immersion in middle school	3	345 German K-8 305 French K-7 329 Spanish K-5 114 Middle	30	German French Spanish	Helena Anderson Curtain Foreign Language Curriculum Specialist Milwaukee Public Schools P.O. Drawer 10K Milwaukee, WI 53201 (414) 475-8305
Montgomery County Public Schools, MD	-started 1974 -small outside funding -total immersion -articulation with junior high	1	265 Grades K-6	11	French	William Baranick, Principal Oak View Elementary School 400 E. Wayne Ave. Silver Spring, MD 20901 (301) 589-0020
Cincinnati Public Schools, OH	-started 1974 -local funding -magnet schools -articulated with jr. and sr. high -partial immersion in six schools	4 2	992 749	24 14	Spanish French	Nelida Mietta-Fontana or Carolyn Andrade F.L. Supervisors Cincinnati Public Schools 230 E. 9th St. Cincinnati, OH 45202 (513) 369-4937

APPENDIX J

A FRAMEWORK FOR CURRICULUM DEVELOPMENT FOR FLES PROGRAMS



Assessment

Activities

Grammatical Structures

Outcomes Language in Use

Outcomes Subject Content

Thematic Center

Vocabulary Receptive Expressive

Outcomes Culture

Instructional Materials

Classroom Setting

Teacher Characteristics

Learner Characteristics

Developmental Level

Learning Style

Experiential Background

Teacher Characteristics

Learner Characteristics

Developmental Level

Learning Style

Experiential Background

A Framework for Curriculum Development for FLES Programs (Foreign Languages in Elementary Schools)

Carol Ann Pesola

APPENDIX K

DESCRIPTION OF *CURRICULUM DEVELOPMENT FRAMEWORK FOR FLES PROGRAMS*

Description of *Framework for Curriculum Development for FLES Programs*

Carol Ann Pesola

This *Framework for Curriculum Development for FLES Programs* is designed to guide decisions encountered in the process of curriculum development and to inform the process of curriculum and program evaluation. It takes into account the factors impacting on FLES curriculum and offers a scheme for relating them to one another, primarily at the unit and program levels, but with strong implications for daily planning. This Framework is an effort to capture a dynamic relationship among elements that are in constant and continuously changing interaction with one another. Each of these elements is addressed in the discussion that follows.

Learner Characteristics

The characteristics of the learner guide and constrain all curriculum decisions. All elements of curriculum planning and evaluation must take into account the developmental level of the learners and the presence among learners of a variety of learning styles. Thus, for example, curriculum developed for children in the primary school, most of them still in the stages of pre-operational thinking, will differ in significant ways from curriculum designed for the intermediate grades and the upper elementary and middle school. The curriculum must systematically provide for the needs of the visual as well as the verbal learner, for sequential and random, for individual and social learning styles. The linguistic, and experiential background of the learners will also have significant influence in curriculum planning.

Thematic Center

Thematic teaching has a long history in curriculum development at the elementary school level. The movement toward a *whole language* approach to literacy at the beginning of the 1990s reinforces the concept of thematic teaching and extends it to integration of the entire curriculum within a thematic focus. Children develop fluency in the use of language as they communicate with a skilled language user--their teacher--about topics, ideas, and experiences that are highly interesting and relevant.

This framework for curriculum establishes the **thematic center** as the starting point for curriculum development. Choice of a thematic center is based on interests of the pupils and the teacher, relationship to the goals of the curriculum for the grade level or age of the class, potential for integration with the culture of the language being taught, and potential for the application and development of appropriate and useful language functions. The focal point for a thematic center mat be a topic from the general school curriculum or it may be drawn from the literature or culture of the target language.

The curriculum for a school year consists of several thematic centers, each related to the others by systematic reinforcement of the unit just completed, and by careful preparation for and transition to the units that follow. Language functions and basic vocabulary are encountered and reinforced from unit to unit, due to the spiral character of the general elementary school curriculum.

As related thematic centers are developed from year to year and level to level, the growing language skills and sophistication of the learner will allow for an expanded development of familiar themes, as well as encounters with new interests and topics.

Curriculum Components

Three major groups of outcomes give substance to the thematic unit: **functional language outcomes, or outcomes for language in use:** the language necessary for dealing appropriately with the theme; **subject content outcomes** that can be reinforced and extended within the theme; and **culture outcomes** that draw on the settings within which the target language is used. Making choices in all three areas and maintaining a balance among them is the fundamental work of curriculum development.

In this framework the category of **language in use outcomes** represents the uses that learners are able to make of the target language, such as *asking for information, giving directions.* **Subject content** addresses the reinforcement and extension of concepts and goals from the general elementary school curriculum: mathematics, science, social studies, language arts, music, art, physical education, health; and across-the-curriculum areas such as global and multicultural education. **Culture** represents experiences with patterns of thinking and behavior that are distinctly representative of communities in which the target language is used. These experiences may include, but are not restricted to, cultural symbols (such as flags, landmarks, and heroes), cultural products (such as works of art and literature, traditional foods and clothing, crafts and artifacts), and cultural practices (such as greetings and celebrations, family customs and patterns, modes of transportation). This framework suggests folk literature and traditional and modern children's literature from the target culture as particularly valuable resources for developing these experiences.

These three categories for decision making overlap in significant and sometimes problematic ways. For exampl, choice of functional language outcomes may overlap with subject content outcomes when student facility in language limits the aspects of the subject content curriculum that may be addresses. By the same token, the subject content outcomes chosen for the thematic unit determine the selection of content-obligatory language and provides the opportunity for content-compatible language choices. Sometimes appealing subject content areas and activities associated with those areas may need to be rejected within the thematic unit because they do not offer the opportunity for functional language use.

At the intersection of functional language and culture the close relationship between language and culture is evident. This relationship is so deeply and tightly established that it is sometimes difficult to separate language and culture in instruction. Such a close relationship can lead to the inappropriate assumption that whenever the language is being used, the culture is inevitably being taught. This assumption has at times resulted in a failure to identify specific cultural outcomes and content for language curriculum.

The intersection between culture and subject content is particularly problematic and a source of tension. Purely cultural goals may not lend themselves readily to the subject content incorporated within the thematic unit, and some elements of the general curriculum do not appear to suggest immediate links to the culture of the language being taught. Topics such as *solar system* or *discovery of the Americas*, may not suggest immediate connections with German culture, for example; familiar cultural content such as folk dances or crafts may not fit comfortably within any of the themes chosen for a given year.

Both culture and subject content serve as opportunities for meaningful use of language. Subject content is the integrative component that melds language learning with the immediate, relevant world of the learner. Culture is the distinctive contribution of the language classroom to the general education of the child. As balance is sought among these three essential components of the FLES curriculum, it is important to avoid choosing trivial or superficial cultural and subject content elements simply to provide a token representation in the plan.

Once the content and outcomes for the thematic unit have been selected, the next tier of decisions can be made. These decisions relate to the **vocabulary**, both receptive and expressive, necessary for interacting with the content of the unit; the **grammatical structures** necessary for dealing appropriately with the unit; the **materials** and **activities** that will be used to advance the development of the unit; the **classroom setting** in which the teaching and learning will take place, and the **evaluation** strategies that will be used for assessing the outcomes. **Assessment** is understood in this framework to be descriptive, serving as a tool for reporting each child's development and progress. The teaching of **grammatical structures** is understood to take place through usage and practice, rather than through analysis and drill.

Each of the decisions in this framework interacts with all earlier decisions and with one another to create a dynamic planning guide that is responsive to the particular environment of each individual setting.

Process of Curriculum Development

The following steps are recommended in the use of the Framework for Curriculum Development. All decisions must take into account the characterisitcs of the teacher and the learner at every point.

1. Identify sources of outcomes
   a. Lists of language functions
   b. Inventory of cultural symbols, products, practices
   c. Lists of outcomes for the content areas of the curriculum

2. Choose a thematic center

3. Brainstorm potential content for the theme, with special emphasis on potential for story form and storytelling

4. Choose outcomes for the theme
   a. language in use outcomes
   b. culture outcomes
   c. subject content outcomes

5. Address the next level of decisions
   a. activities
   b. grammatical structures
   c. vocabulary
   d. materials
   e. classroom setting
   f. assessment

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